



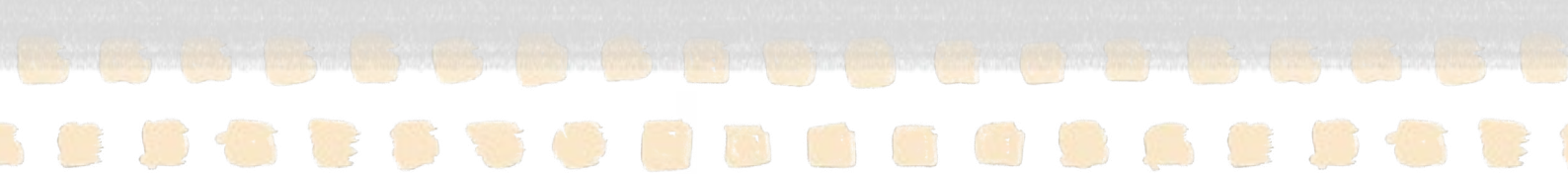
# COMMUNITY DIALOGUES TOOL



Norwegian Ministry  
of Foreign Affairs



**NORWEGIAN CHURCH AID**  
actalliance



# TABLE OF CONTENTS

<b>INTRODUCTION</b> CEFM: Community dialogues tool .....	<b>1</b>
<b>PHASE 1</b> Motivation .....	<b>4</b>
<b>WEEK 1</b> Getting to know each other .....	<b>5</b>
<b>WEEK 2</b> Imagining our ideal community .....	<b>15</b>
<b>WEEK 3</b> Human dignity .....	<b>25</b>
<b>WEEK 4</b> Needs of adolescent girls and boys .....	<b>35</b>
<b>WEEK 5</b> Fairness .....	<b>45</b>
<b>WEEK 6</b> Non-discrimination .....	<b>52</b>
<b>WEEK 7</b> Child rights .....	<b>62</b>
<b>PHASE 2</b> Reflection and deliberation .....	<b>71</b>
<b>WEEK 8</b> Power .....	<b>72</b>
<b>WEEK 9</b> The practice of marriage in our community .....	<b>82</b>
<b>WEEK 10</b> Exploring alternatives to child, early and forced marriage .....	<b>91</b>
<b>WEEK 11</b> Beliefs and norms about child, early and forced marriage .....	<b>102</b>
<b>WEEK 12</b> Exploring norms that drive child marriage .....	<b>112</b>
<b>PHASE 3</b> Action/diffusion .....	<b>122</b>
<b>WEEK 13</b> Rules for behaviour .....	<b>123</b>
<b>WEEK 14</b> Change .....	<b>130</b>
<b>WEEK 15</b> Making an action plan .....	<b>137</b>
<b>WEEK 16</b> Communicating our commitment to others to create new community norms .....	<b>144</b>
<b>ANNEXES</b> .....	<b>154</b>



## **TOGETHER FOR A JUST WORLD**

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# CEFM: COMMUNITY DIALOGUES TOOL

## Facilitating community dialogues on child, early and forced marriage (CEFM)<sup>1</sup>

This manual is part of a holistic programme, called ENGAGE, for preventing, mitigating, and responding to child, early and forced marriage (CEFM) through community outreach and gender-based violence (GBV) response service provision. *ENGAGE – Enhancing Girl’s Agency and Gender Equality Programme*, aims to empower and provide additional support to adolescent girls, mobilise families and communities, whilst improving the capacity of frontline workers.

## 🎯 OBJECTIVES

The ‘**Community Dialogues**’ is a learning tool, with the activities focusing to changing the social norms that enable child marriage to occur. The tool is part of the community outreach component of ENGAGE, which is designed to be adapted based on the needs of community members in a given context."

## 👤➡️ INTERMEDIATE OUTCOMES:

- Community members are aware of the harmful impacts of CEFM
- Community members value and support alternatives to CEFM

## 👤↔️ LONG-TERM OUTCOMES:

- Community members support gender equality and challenge harmful social norms
- Community members take greater action to end child marriage (including refusing to marry girls)
- Men and boys prefer not to marry girls who are still children
- Girls at risk of CEFM participate in decisions that affect them, including regarding relationships

<sup>1</sup> Depending on the level of technical capacity teachers possess on these topics, utilise the other sections of the manual to enhance skills prior to these sessions. It is recommended teachers level of information about puberty and hygiene is assessed around reflective sessions that also discuss pressures teachers face in their own lives due to gender inequality.

## TOOL STRUCTURE

The ‘**Community Dialogues**’ tool is intended to assist facilitators through each session, as they engage with community members. Facilitators should be familiar with the sessions’ content; understand the concepts of gender-based violence, early and forced marriage, before commencing implementation. This tool is intended to be a flexible, modular approach rather than a prescriptive manual.

The ‘**Community Dialogues**’ consists of 16 topics to be delivered in a workshop format. Necessary resources for each session are included as Annexes. Community dialogue meetings should occur twice weekly, over a period of 16 weeks. Each session is 90-minutes long. Some sessions are optional. A maximum of 25 participants should participate in each community dialogue group. The workshops target identified opinion leaders and community reference group members (**Refer to ENGAGE Implementation Guide for details on identification of participants and facilitation of the sessions**).

The community dialogues are organised in three phases according to Cislighi’s theoretical framework for a three-step process for effective community-led programmes to transform harmful gender norms: (1) motivation where groups of community leaders and members reflect on what they like and do not like in their community; (2) deliberation where participants discuss and debate the best ways to create change; and (3) action/diffusion where participants develop individual and collective ‘motivations’ to change.<sup>2</sup> Action plans are a key element of how harmful social norms change will diffuse to the wider community, outside of the direct participant group for the community dialogues. Action plans are developed in meetings 29 and 30 of week 15.

	Week Number	Topics	Meeting topics
PHASE 1: MOTIVATION	1	Getting to know each other	1 Welcome and introductions
			2 Working together
	2	Imagining Our Ideal Community	3 Sharing our hopes and dreams
			4 Our vision for healthier, safer, peaceful families and communities
	3	Human dignity, religion and culture	5 What is human?
			6 Religion, culture and dignity
	4	Needs of adolescent girls and boys	7 Different types of needs and wants
			8 Responsibilities for meeting needs

<sup>2</sup> Cislighi, B., (2019) ‘The Potential of a community-led approach to change harmful gender norms in low- and middle-income countries.’: [https://www.alignplatform.org/sites/default/files/2019-01/community\\_led\\_approach\\_report.pdf](https://www.alignplatform.org/sites/default/files/2019-01/community_led_approach_report.pdf)

	Week Number	Topics	Meeting topics	
	5	Fairness	9 Fair rules 10 Rules in our family and our community	
	6	Non-discrimination	11 Discrimination and restrictions on adolescent girls 12 Promoting tolerance and non-discrimination	
	7	Child Rights	13 What are human rights and child rights? 14 Girls' rights in our community	
	PHASE 2: REFLECTION AND DELIBERATION	8	Power	15 Exploring empowerment and disempowerment 16 Different sources and uses of power
		9	The Practice of Marriage in Our Community	17 The ideal age of marriage 18 Mapping root causes of child marriage in our community
		10	Exploring Alternatives to Child, Early and Forced Marriage	19 Understanding paths to marriage for girls 20 Supporting girls with alternatives to child marriage
		11	Beliefs and norms about CEFM	21 Personal beliefs about child marriage 22 Countering community beliefs about child marriage
12		Exploring Norms that Drive Child Marriage (optional sessions)	23 Dowry and Bride Price 24 Honour and Sexuality	
PHASE 3: ACTION/DIFFUSION	13	Rules for behaviour	25 Affirming positive rules 26 Building on positive rules	
	14	Change	27 Ideas for new rules 28 What can we do?	
	15	Making an action plan	29 Brainstorming actions 30 Beginning to agree on actions	
	16	Communicating our commitment to others to create new norms	31 Reaching out to others 32 Making a public commitment	



**PHASE 1**  
MOTIVATION



## WEEK 1 GETTING TO KNOW EACH OTHER<sup>3</sup>

### ➔ PURPOSE

- Help group members get to know each other, share the programme goals and agree how we will treat each other and work together in the group.



### CONTENT

- **Meeting 1:** Welcome and introductions (90 minutes)
- **Meeting 2:** Working together (90 minutes)



**NOTE:** For the first week, it is an option to combine meeting 1 and meeting 2 in order to ensure that participants understand the purpose of the programme and the group rules of working together in one session, rather than in separate sessions.



### SESSION AIMS

By the end of the session, participants will:

- Become more familiar and more comfortable with each other.
- Know about the programme and the purpose of the discussion group.
- Consider our role in building a healthier, safer and more peaceful community.
- Commit to valuing the knowledge of every member of the group.
- Agree on norms for the group that encourage inclusion, mutual learning, respect and participation.



### TERMINOLOGY

- Refer to local definitions for terms such as adolescent, vulnerable/most vulnerable, safe space.

<sup>3</sup> UNICEF, Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities: New York, 2014, p. 1-5 and Adapted from CARE USA. "Facilitator's Manual for Religious Leaders: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caringpoint.org/wp-content/uploads/2020/08/FM\\_Religious\\_Leaders\\_Group\\_14Aug2020.pdf](https://caringpoint.org/wp-content/uploads/2020/08/FM_Religious_Leaders_Group_14Aug2020.pdf), p. 16-23.



## MEETING 1 WELCOME AND INTRODUCTIONS

### MATERIALS AND PREPARATION

Put together a list of proverbs or sayings from the context culture and/or religion that support the programme goals of becoming more aware of the harmful impact of child marriage on adolescent girls, supporting alternatives to child marriage for girls in the community, and taking action to end child marriage in the community.

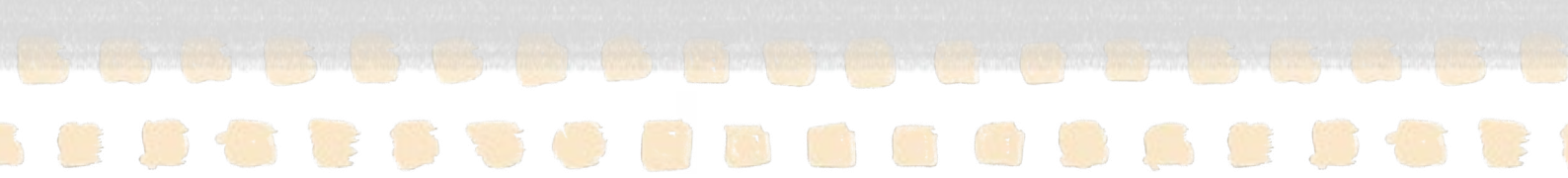

Prepare flipchart paper with the programme components pre-written and hanging on the wall:

- Adolescent girls and boys gain knowledge and skills to make healthy decisions about their lives
- Adolescent girls, including the most vulnerable, are supported to access services
- Male and female caregivers gain knowledge and skills to protect, care for and communicate with adolescent girls
- Community and religious leaders reflect, discuss and plan actions to strengthen their communities to ensure the wellbeing of adolescent girls and reduce child marriage


### INTRODUCTIONS (45 MINUTES)


#### DO:


- ✔ Set up the room in a welcoming way with seating in a semi-circle so all participants can see each other.
- ✔ As participants arrive, greet them warmly and help make them feel welcome.
- ✔ Once everyone has arrived, introduce yourself, explain your role as a facilitator and share your reasons for choosing to become a facilitator for the programme.
- ✔ If relevant carry out any context specific cultural ways of opening a session (this could include opening the meeting in prayer).

- 
- ✓ Tell participants that you are going to get to know each other better and that they should find a person they do not know to interview each other for three minutes each to find out:
    - Their partner's name
    - One thing their partner loves about their community
    - One thing their partner wants for their community
    - One expectation that their partner has of the group discussions
  - ✓ After everyone has been interviewed for three minutes, bring everyone back together, ask them to sit in a 'talking circle' so that everyone can see each other and explain that this is a good way to have discussions about important things.
  - ✓ One by one, invite participants to introduce their partner to the group, sharing what they found out when they interviewed each other.
- 


### **WHY ARE WE HERE? (35 MINUTES)**

 **SAY:** Today we are going to begin an important journey together. Like any journey, before we get going, we first have to know where we are going! In this session, we are going to think about why we are here and where are we headed? What do we hope to achieve? How do we achieve it? What are our hopes? Expectations? Concerns? The road ahead will be exciting, challenging, rewarding and inspiring...so let's get started!

 **SAY:** We are all here to make changes that we believe are important in our lives and our communities. So how do we get from where we are now to there (point to where the poster is now hanging with the programme components listed on it)? Like any journey, we will travel together and go step-by- step along the path!


 **EXPLAIN** each of the components of the programme to the participants:

- a) Adolescent girls and boys gain knowledge and skills to make healthy decisions about their lives
- b) Adolescent girls, including the most vulnerable, are supported to access services
- c) Male and female caregivers gain knowledge and skills to protect, care for and communicate with adolescent girls
- d) Community and religious leaders reflect, discuss and plan actions to strengthen their communities to ensure the wellbeing of adolescent girls and reduce child marriage

 **EXPLAIN** to the participants that they are here today because they have been selected to be part of the community dialogues group.

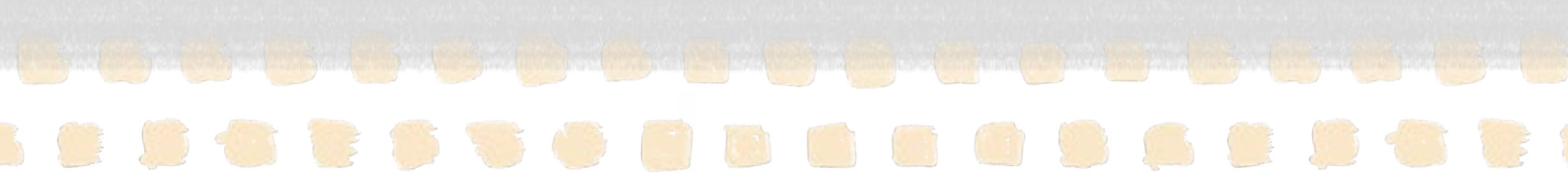
- These community dialogues bring different groups of people together to learn more about our shared values and goals, the problem of child marriage in the community, and ways we can work together to empower adolescent girls.
- The dialogue group focuses on building on the strengths in our community, tradition and culture to make positive changes.
- The dialogue group will help us to talk about important issues relating to child marriage and come to our conclusions about whether we should do something about it. We will discuss, debate and analyse the kind of community we want and how we can become change makers who will make a plan to take action against child marriage.
- The programme includes 32 meetings over 16 weeks, with the group coming together twice per week. Ensure that this is clear to the group and they commit to completing the programme.


**DO:** Invite people to ask questions and answer as many as you can. If you do not know the answer, say you will find out and get back to them next time you meet.

 **ASK** the participants to explain how they have been able to influence change in the communities due to the position they hold, for example if you are an aunt or uncle, you might influence your extended family, or if you are a religious leader, you might influence your congregation. Ask them to share some examples. Ask a few participants to share how they think this group is relevant to them?

**DO:**

- ✔ Ask participants to think of proverbs or sayings which they think represent the purpose of the discussion group. For example, “actions speak louder than words” might be a saying we select for the group as we plan to make change in our community through planning and implementing activities and actions. Share proverbs that you think help people to understand the group’s purpose.
- ✔ Ask participants to choose at least one person with whom they commit to sharing the ideas, information and discussions that take place in the group. They can also choose a setting in which to have this talk. It could be the tea shop, the mosque or church, their home, a family gathering, or the barber or salon.
- ✔ Emphasise that any personal information shared in the group is confidential and must not be mentioned when participants share what they learned with non-members.



 **EXPLAIN** to participants that during each meeting the facilitators will remind you that this is a safe place for sharing and that if anyone is not feeling comfortable participating in the group for any reason, they should always approach the facilitator privately after the group to discuss further.

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### **CLOSING (10 MINUTES)**


- Ask group members how they would like to open and close each meeting. They could, for example, choose a prayer or a song, or start each meeting with a different icebreaker or warm-up activity and close each meeting by inviting a different person to make a few remarks. It is up to you and all members to decide what will be best for this group.
- Thank everyone for attending and participating and conduct a closing activity.



## MEETING 2 WORKING TOGETHER



### MATERIALS AND PREPARATIONS

Enough cups or glasses for all participants and a jug or bottle filled with water.







### OPENING AND SAFETY CHECK-IN (5 MINUTES)

#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.


#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

 **DO:** Remind participants that they can approach you separately after the meeting to discuss any issues.



## THE IMPORTANCE OF PARTICIPATION AND SHARING IN THE GROUP (35 MINUTES)

 **SAY:** In this activity you will look at how you will work together as a group over the coming weeks.


 **DO:**


- ✔ Hand each person an empty glass or cup. With a bottle or jug of water, go around pouring a small amount of water into each cup.
- ✔ Ask participants to move around the room sharing some of their water with each other and with the facilitators, and while they are doing so to notice their feelings and reactions. After participants do this for a while, get up and move among them, adding as much water as possible to people's cups while also receiving from those who want to share back. It is OK if some do not want any more water from you – participants may feel the same way sometimes throughout the programme.
- ✔ Stop the exercise when you see the energy start to go down and ask participants to return to their seats. Invite people to share their feelings.

 **ASK:**

- ❓ When I was pouring water into your glass, how did you feel?
- ❓ Did anyone check to see if the amount of water they had was different from someone else's? How did that feel?
- ❓ How did it feel when you were sharing water with each other?

 **NOTE:** *When someone expresses a feeling, you think others may share, ask those who share that feeling to raise their hands.*

 **ASK** participants to focus on the water as knowledge and experience. Ask them whether they think the activity reflects what is true in real life.

 **EXPLAIN** that this is an activity for exploring ways of sharing knowledge and experience. Suggest that the sharing of water by the facilitator and the participants equally is the model of learning and sharing that we will follow throughout the time we spend together.



 **ASK:**


- ② Who among us has knowledge?
- ② Who among us is most confident to share their knowledge? Who might feel reluctant to do so?
- ② Which way of sharing knowledge is most likely to support open discussion among us about our beliefs?
- ② What would happen if we did not share 'water' or knowledge with each other?

 **DO:**

- ② Summarise the key points from the discussion.
- ② Finish by explaining that you are all here to learn from each other and that everyone has important contributions to make.



### **MAKING A GROUP AGREEMENT (40 MINUTES)**

 **SAY:** Now we are going to decide together how we will make this a safe and respectful place to discuss and learn from each other. This group needs to have a 'special space' because we will be discussing challenging and personal issues. We need a space where everyone feels safe and free to move, discuss our thoughts and share our feelings without judgement.


 **DO:**

- ② Ask participants to form groups of four or five people and to come up with five ground rules they think the group should agree on to make this a safe and respectful place where people can really be honest with each other, share opinions and ideas and listen with their hearts and minds to what others have to say.

If you wish you could share one or two examples from the list below:

- ② Respect yourself and others.
- ② Listen without interrupting.
- ② Do not judge other people's opinion, experience or beliefs.
- ② Value your own and others' experiences.

- ✔ Observe confidentiality – make sure that what is said in the group stays in the group.
- ✔ Encourage everyone to speak.
- ✔ Question what you hear and what you think.
- ✔ Do not speak for others.
- ✔ Be open minded.
- ✔ Value everyone’s ideas.
- ✔ Accept the right of others to believe differently from you.

 **ASK** the groups to think about the following questions as they come up with their five ground rules:

- ? What can stop some people from participating in groups?
- ? For groups made up of men and women, why do you think that women sometimes have difficulty expressing their ideas in a group?
- ? What can we do to encourage those who are not used to discussing their ideas in public?  
*For example, people could share their thoughts and ideas in small groups first.*


 **DO:**



- ✔ After 15 minutes, bring everyone back together and have each group share one rule with everyone else. Write or draw the rules on the flip chart. Go around the groups one by one until each group has shared all their rules.
- ✔ Go through the suggestions one by one and clarify as needed. Discuss how each can be carried out in a practical way. For example, how would “respect other people’s views”, “it’s all right to disagree” or “confidentiality” work practically? Discuss what people understand by each idea and what level of confidentiality they expect from the group.
- ✔ Finally, check for agreement on all points with the whole group, write up the group agreement and post it on a wall. Make sure you bring a copy to every meeting.







## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  How am I feeling after participating in the first week?
-  What am I excited and anxious about?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## WEEK 2 IMAGINING OUR IDEAL COMMUNITY<sup>4</sup>

### ➔ PURPOSE

- Help people articulate their hopes and dreams and develop a vision of a healthy, safe community, free of child marriage.



### CONTENT

- **Meeting 3:** Sharing our hopes and dreams (90 minutes)
- **Meeting 4:** Our vision for healthier, safer, peaceful families and community (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Understand the value that all participants bring to the group.
- Begin to cooperate and get to know each other better.
- Identify shared hopes and dreams for participants' families and community and see how those compare to the dreams and goals of adolescent girls and boys.
- Develop a vision of a healthy, safe, more peaceful community and motivate participants to achieve that vision.



### TERMINOLOGY

- Refer to local definitions for terms such as discrimination, healthy community.


<sup>4</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 7-12.

## MEETING 3 SHARING OUR HOPES AND DREAMS

### MATERIALS AND PREPARATION

Meet with the facilitators of the adolescent girls (and boys) groups and collect feedback from facilitators on the following categories. Prepare on a flip chart:

- What they like about being an adolescent
- What they like about their community
- What they want to change about their community
- What their dream or goal is for the future

 **NOTE:** *Answers to these questions were collected during Life Skills Session 12 - Committing to Healthy Lives; Resource 11: Integrating Adolescent Voices.*

The activity you choose will determine the supplies you need – for example:

- Pictures, fabric, coloured paper, scissors and glue.
- A selection of attractive and interesting things from the natural world (such as rocks, leaves and seedpods) and everyday life (such as fabric, cultural artefacts and pictures of musical instruments or landscapes) to inspire thinking about a community free from child marriage.
- Musical instruments.



Decide how to have group members present their hopes and dreams for their community, for their children, or remembering their hopes and dreams when they were adolescents, and make sure you have the necessary materials available. For example, you could have participants present their hopes and dreams in one or more of the following ways:

- In a drawing;
- In a collage;
- As a short drama or song;
- Poem or short stories.






## OPENING AND SAFETY CHECK-IN (5 MINUTES)



### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

### ☑ DO:

- ☑ Ask three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

---



## SHARING OUR HOPES AND DREAMS (1 HOUR AND 10 MINUTES)

- ⚠ **NOTE:** *In this activity you should attempt to integrate the hopes and dreams of adolescent girls and boys, living in the community, through incorporating their feedback from the adolescent sessions (session 12). If you do not have the feedback from the facilitators, or cannot engage with the adolescents themselves, then you can ask the participants what they think the boys and girls would respond and what would be the steps or actions they would take to achieve the dream of making the community safer for girls. Make sure that if adolescent feedback is not incorporated, that you ask participants to talk to their adolescent children after the session about their hopes and goals for the future.*

### ☑ DO:



- ☑ Divide participants into groups of five or six. Explain that a characteristic that all humans share the ability to hope, dream and imagine a better future. Ask them to spend a few minutes silently reflecting on their hopes and dreams for themselves, their family and their community.
- ☑ After a few minutes, invite participants to share their thoughts with others in the small group.
- ☑ Ask each group to draw a picture or make a collage representing their ideal community that reflects all of their hopes and dreams for themselves, their families, adolescent girls and boys and the community. Alternatively, you can invite people to represent their vision as a short drama, a song or a short story. Participants do not share what they have created yet.
- ☑ After 15 minutes, share the feedback from the adolescent girls' and boys' groups using prepared flip chart below. Explain that these answers were collected directly from the adolescent boys and girls that participated in the ENGAGE life skills programme.

**NOTE:** Complete this table prior to the session with inputs from facilitators of the adolescent girls and boys groups (Session 12, Resource 11: Integrating Adolescent Voices), or direct engagement with boys and girls themselves.

	 ADOLESCENT GIRLS	 ADOLESCENT BOYS
What they like about being an adolescent		
What they like about their community		
What they want to change about their community		
What their dream or goal is for the future		

**DO:**

- ✔ Ask the groups that now they have the hopes and dreams from adolescent girls and boys in the community, would they make any changes to their vision for the community? Ask them to spend 10 minutes discussing and making changes to their presentation (collage, drama, short story etc).
- ✔ Invite each group to present their work to the whole group. Make a list of the hopes and dreams.
- ✔ Bring everyone back to a talking circle and facilitate a discussion using the following questions:
  - ❓ Was there anything that surprised you while doing this activity?
  - ❓ What hopes and dreams were common to different people?
  - ❓ Was the feedback from adolescent girls and boys surprising?
  - ❓ Did the feedback from adolescents cause you to change your vision for the community?

- 
- ② How were the hopes and dreams from adolescent girls and boys different or the same from when you were an adolescent?
  - ② *(If applicable)* what differences or similarities there were in the hopes and dreams of men and women and older and younger people?
  - ② Why is it important to have hopes and dreams?
  - ② Should everybody in the community, including adolescent girls and boys have the right to pursue his or her hopes and dreams?
  - ② What are some of the things that prevent boys and girls, women and men from pursuing their hopes and dreams?
- 

### REFLECTION AND CLOSING (10 MINUTES)

② **ASK** group members to quietly reflect on the following questions for a few minutes:

- ② Did I learn new information today? **If YES**, What?
- ② Did I learn new skills or ideas? **If YES**, What?
- ② Will I take action in my own life in response to what I learned? **If YES**, How?

☑ **DO:**

- ☑ Encourage a few people to share their reflections.
- ☑ Thank people for their participation and close the group.



## **MEETING 4** OUR VISION FOR A HEALTHIER, SAFER, PEACEFUL COMMUNITY



### **MATERIALS AND PREPARATION**

A collection of small, attractive objects, such as interesting rocks, flowers, leaves, a piece of smooth glass, a feather, or anything that is available.






### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### **DO:**

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

#### **DO:**


-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.





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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

---

## IMAGINING OUR COMMUNITY WITHOUT CHILD MARRIAGE (1 HOUR AND 10 MINUTES)

 **DO:**

- ✔ Ask participants to form groups of three. Present a collection of small, attractive objects, such as interesting rocks, flowers, leaves, a piece of smooth glass, a feather, etc., and ask each group to choose one. Once the groups have chosen an object, tell them that they have just chosen a 'wishing charm' that will allow them to change three things in their world. They can change anything they want.
- ✔ If you do not wish to use an object to get the groups working together and inspired, you can simply start the discussion by asking the groups to think about what they would change in their community if they could in relation to child marriage.
- ✔ Ask each participant to come up with three ways they would like to change any of the following, and share them with the small group:


**THEMSELVES**

**THEIR  
RELATIONSHIP  
WITH THEIR  
PARTNER**

**THEIR FAMILY**

**THEIR  
COMMUNITY**

- ✔ Write info piece on community as a healthy, safe and peaceful place for girls to introduce the next step.
- ✔ Next, ask each small group to join up with another group. Ask the members of the new groups to imagine and discuss their community as a healthy, safe and peaceful place for girls.

 **NOTE:** group members do not need to write their responses on a flip chart, this should be more a group discussion rather than focusing on answering questions.

You might like to use the following prompts to guide their discussion:

Imagine that in 10 years this is the ideal community with no child marriage or discrimination against girls.

What is our ideal community like for women and girls?  
Has child marriage and other discrimination against girls been eliminated?

What would be the steps towards reaching this ideal community?


How can we make our community a safer place for women and girls now?

What can men and women do in their everyday life to make our community safer for adolescent girls?

How is this change possible in our community?  
Is it achievable?  
How can it work?


How would this ideal community be the same as it is now, and how would it be different?




- ✓ Ask the groups to agree on three changes they would make to their community to make it a safe and peaceful community for girls and invite each group to share their three wishes with the large group. Write the three wishes on flipchart paper.
- ✓ Bring everyone back to the talking circle and facilitate a discussion using the following questions:
  - ② What can we learn from this activity?
  - ② If it is a mixed group did men and women have the same or different wishes?
  - ② If it is a group made up of just men or just women would the opposite sex have had the same or different wishes? Why or why not?

 **SAY:** I believe that this group, together with other discussion groups in the community, has the power to make positive changes and help build a healthier, safer community for women and girls. There are things we can do to bring positive changes in our communities, because we do hold power. We can come together to create a better and safer environment for girls.





## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## WEEK 3 HUMAN DIGNITY<sup>5</sup>

### → PURPOSE

Encourage positive thinking about ourselves and others as human beings and build awareness of humans as able to communicate and exercise choice. Begin to reflect on and examine the value of human dignity, why we treat others the way we do, and the importance of respecting the dignity of others. Help group members to think through the framework of their own cultural and religious values, about how human dignity is destroyed and built and responsibilities for protecting the dignity of others.



### CONTENT

- **Meeting 5:** What is human? (90 minutes)
- **Meeting 6:** Religion, culture and human dignity (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Express ideas about human dignity.
- Examine how human dignity is built or can be destroyed.
- Consider ways of building the dignity of others.
- Understand where we learn how to treat others.
- Explore values from our culture and religion that relate to treating others with dignity.



### TERMINOLOGY

- Refer to local definitions for terms such as human dignity, respect.

<sup>5</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence*, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities: New York, 2014, p. 13-19 and CARE Tipping Point MEL Tools, Adolescent Girls FGD Tool: Social Norms Vignette for Adolescent Girls, Nepal: [https://caringpoint.org/wp-content/uploads/2019/09/TP\\_FGD\\_VignetteGirls\\_Nepal.pdf](https://caringpoint.org/wp-content/uploads/2019/09/TP_FGD_VignetteGirls_Nepal.pdf).



## MEETING 5 WHAT IS HUMAN?

### MATERIALS AND PREPARATION




Picture cards of people, plants, animals, and non-living things.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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### REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**


**USED IT IN  
DAILY LIFE**

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### SIMILARITIES AND DIFFERENCES (10 MINUTES)

 **DO:** Invite participants to divide into pairs and discuss the following questions:

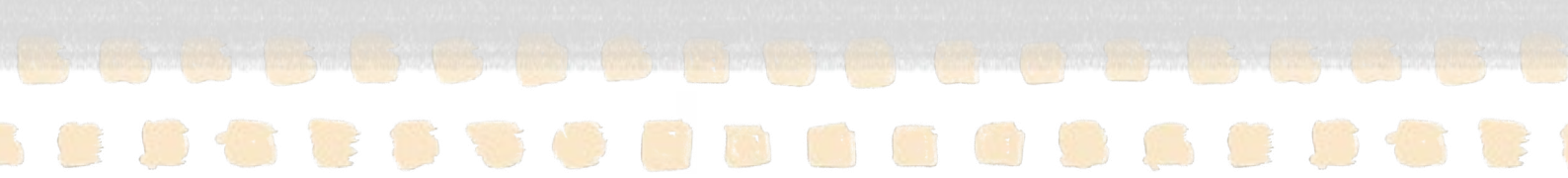
- How are you and I the same as each other?
- How are you and I different to each other?
- How are boys and girls the same as each other?
- How are boys and girls different from each other?
- How are adults different than adolescents and children?
- How are adolescent girls different than women?



## WHAT IS HUMAN? (1 HOUR)

### ☑ DO:

- ☑ Ask participants to sit in a talking circle. Ask everyone to take turns to state his/her name loudly and firmly as if introducing herself or himself to the group. Speaking in this way is known as 'affirmation'. Some people may be shy, so tell them that you will all take turns again stating your names loudly and this time with a strong gesture, such as an uplifted hand or a thumping of the fist, and the group will applaud each gesture. The facilitator(s) can start to demonstrate.
- ☑ Ask participants to think quietly for a minute, choose what they think is their best quality and name it with just a few words (*for example, generosity, honesty, being a loving parent, being hard-working or sharing with those who have less*).
- ☑ Note that we all have good qualities. Ask participants:
  - ❓ Is the quality you identified in yourself one you respect in others?
  - ❓ What does it mean to say that you respect yourself and respect others?
  - ❓ Does every human being deserve respect? Why or why not?
- ☑ Ask if anyone would like to share a time when they felt hurt because someone did not seem to respect them or made them feel stupid or silly, such as saying, *"It's no use talking to him, he's too busy dreaming."* Try and remember one or two such hurtful statements.
- ☑ Ask the following questions:
  - ❓ Why do you think people say hurtful things?
  - ❓ When someone says something hurtful, do you feel they still respect you? Why or why not?
  - ❓ How does it feel when someone says something hurtful?
  - ❓ Is your dignity hurt when others do not respect you?
  - ❓ What do we mean by dignity?
  - ❓ Are there people in the community who are regularly treated disrespectfully?
- ☑ Say that everyone present is a human being and ask participants if they can name other living creatures. Show picture cards of people, plants, animals and non-living things.

- 
- ✔ Ask how human beings differ from other creatures. Discuss the ethical and spiritual dimensions of human beings in relation to participants' religious beliefs. For example, human beings have a spiritual aspect, religion and faith. We have spiritual needs, for example, to believe in a higher power such as God. We also have ideas about right and wrong and our religion usually gives us a clear idea of what is considered right and wrong. For example, not to steal or kill but also to be kind and to help others.



**SUMMARISE** what group members have said, and mention the following:

- Human beings have a sense of morality, right and wrong.
- Human beings communicate with words, not just a few sounds.
- Human beings make choices. We can decide a lot more about our lives than animals can. Can you give examples from our daily lives?
- Do you agree that this view of human beings means we have to learn how to use words well and how to make good choices?
- If we use words carefully, and if we say that all human beings deserve respect because they all have human dignity, what do we mean?



**DO:** Go around the group one by one and ask if participants can think of one example of a way that life in their community would be more peaceful if people showed greater respect towards each other?



## REFLECTION AND CLOSING (10 MINUTES)



**ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?



**DO:**

- ✔ Encourage a few people to share their reflections.
- ✔ Thank people for their participation and close the group.





## MEETING 6 RELIGION, CULTURE AND HUMAN DIGNITY

### MATERIALS AND PREPARATION




Collect local proverbs, sayings or teachings about the importance and dignity of every person. Prepare the scenarios beforehand by changing names and details to fit the context.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW PREVIOUS MEETING (5 MINUTES)


 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:







**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## REFLECTION ON RESPECT IN THE COMMUNITY (10 MINUTES)

 **ASK** participants to divide into groups of three and discuss the following questions:

-  Are there particular people or groups in our community who are shown less respect by others in the community? Who are they? Why do you think these particular people or groups are not respected?
-  Are adolescents respected the same as adults in the community?
-  Are there differences in the way that adolescent boys and adolescent girls are respected and treated?
-  How are they shown less respect?
-  Why are they shown less respect?
-  Have you witnessed people being disrespected? How did you feel?

 **NOTE:** *One facilitator can take note of what the participants are saying, while the other leads the discussion.*

## RELIGION, CULTURE AND HUMAN DIGNITY (1 HOUR)

☑ **DO:** To begin this discussion, present examples of a girl and a boy being treated respectfully in the community and examples of a boy and a girl being treated disrespectfully. (See example scenarios below)

! **Requires CONTEXTUALISATION** (names and details can be also adapted to the context beforehand)

- Ahmed is the father of Imani, age 16. Another man from the community tells Ahmed that he wants his son, Jameel, age 30, to marry Imani. Ahmed will receive a large sum of money which will help him and his family. Due to the recent conflict, Ahmed has lost his job and he is having trouble providing for the family as they have 4 children. Ahmed does not ask Imani's mother or Imani herself what they think, instead he agrees to marry Imani.
- In the same story, Ahmed asks Imani whether she would like to get married. Imani says that she really would like to finish school, she is not ready for marriage. She tells her father that her teacher told her she could support the family after finishing secondary school by getting a job. Ahmed agrees that it is not the right time for Imani to get married.
- Fatima, age 14, has been seen by neighbours a few times talking to a boy her age on the way to school and on the way home. Her brother, Mo, often talks to girls as well when he is out of the house. Some of the neighbours see Fatima talking to this boy and report it to her parents. Fatima's parents tell her that she is no longer allowed to go out of the house alone. They do not restrict Mo's movements, however.
- In the same story, Fatima's parents ask Fatima what she was talking to the boy about. She explains that she was talking about their schoolwork. Fatima's parents tell her that she should feel comfortable to talk to them about anything and ignore the gossip of the neighbours. They also discuss the same with Fatima's brother and ensure both children know that if they have a problem or a question, they can always rely on their parents for support.

☑ **DO:**

- ☑ Ask participants to think of and share a situation they experienced, where they felt the girl was being treated respectfully and where they felt the girl was being treated hurtfully or disrespectfully.
  - ❓ What were the circumstances?
  - ❓ How did you feel seeing this?
  - ❓ How does this relate to your cultural and community values?

- ✓ Invite participants to share their stories.
- ✓ Give examples of people who may be less respected – such as a girl who has been abandoned or divorced, or a girl who has been raped and forced to marry her perpetrator – and ask if such people are respected in the participants' community. If they are not respected, ask whether they deserve to be treated with dignity.
- ✓ Open a discussion about human dignity, in which everyone is able to express their views and hear the views of others, using the following prompts:
  - ? Does every human being need to live in dignity? Why or why not?
  - ? What actions or behaviours can destroy the human dignity of others?
  - ? What happens to a person without dignity in our community? How do they feel? How do they live?
  - ? How do we promote human dignity in our daily lives?
  - ? What responsibilities do each of us have towards protecting the dignity of others?
  - ? How are ideas of human dignity reflected in our culture? What are some traditional sayings or proverbs that speak about human dignity?
  - ? How is human dignity reflected in and taught through our religion? What are examples of religious teachings about dignity?
  - ? Thinking back to the people we identified in our groups of three who are shown less respect in our community, what could each of us do to build the dignity of those people?
- ✓ Ask participants to form four small groups and tell them they have 20 minutes to make up a song, poem or short drama about how every person is important and needs to live with dignity. Encourage the groups to draw on ideas from proverbs, sayings and religious teachings that promote the idea that every human being should be treated with respect and dignity.
- ✓ After 20 minutes, bring everyone together and ask each group to perform its song, poem or drama to the larger group.
- ✓ Ask if anyone can think of a proverb, saying or teaching that says every person is important. Are there any that are particular to men? To women? To girls or boys?




**SUMMARISE** the main ideas presented in the performances and the proverbs, sayings or teachings.




Finish the activity by explaining:

- All human beings need to live with dignity.
- Our culture and religion teach us about human dignity.
- Each of us has the power to destroy or promote the dignity of others.





## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## WEEK 4 NEEDS OF ADOLESCENT GIRLS AND BOYS<sup>6</sup>

### ➔ PURPOSE

Continue to explore what it means to be human by building knowledge and awareness about what adolescent girls and boys need – physically, mentally, socially and spiritually – to live a healthy, safe and happy life. Discuss and learn about the obligations and responsibilities of different people and groups for meeting needs and the ways that basic needs can be protected by law.



### CONTENT

- **Meeting 7:** Different types of needs and wants (90 minutes)
- **Meeting 8:** Responsibilities for meeting needs (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Learn about universal human needs and specific needs of adolescent girls and boys.
- Discuss the right of adolescent girls and boys to have their needs met and to develop to their potential.
- Connect human needs to human dignity.
- Reflect on the layers surrounding each person, including the family, community and wider society.
- Learn about responsibilities of different people and groups for meeting human needs.



### TERMINOLOGY

- Refer to local definitions for terms such as support network, puberty.

<sup>6</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence*, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities: New York, 2014, p. 20-25 and IRC, *Girl Shine Caregivers Session 4*, pp. 30-36.

## MEETING 7 DIFFERENT TYPES OF NEEDS AND WANTS

### MATERIALS AND PREPARATION

- About 50 small cards on which to write or draw.
- Pens, pencils, markers or crayons.
- Picture cards representing physical, mental, emotional, social and spiritual needs.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)

#### DO:

- ✔ Welcome everyone and thank them for making the time to attend.
- ✔ Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

- ❓ How are you feeling about being part of the group?
- ❓ Are there any new concerns that have come up for you since our last meeting?
- ❓ What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

- ✔ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ✔ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## NEEDS OF ADOLESCENT BOYS AND GIRLS (1 HOUR AND 10 MINUTES)

 **DO:**

- ✔ Ask participants to work in two groups to create 10 to 20 pictures on small cards that illustrate the things they think adolescent girls and boys need to be healthy and happy. **Ask the group to remember the feedback that they heard from girls and boys in Week 2. You can remind them again of the key messages shared from the adolescent girls' and boys' groups.** This discussion should build on the earlier exercise in which human beings were distinguished by their characteristics from animals and other living things.
- ✔ Allow 15 minutes for this exercise, and then ask the two groups to exchange cards. Each group should sort the new cards into three categories:

**NEEDS**

essential for adolescent girls and boys to be healthy and happy

**WANTS**

desirable but not necessary for adolescent girls and boys to be healthy and happy

**NEITHER WANTS NOR  
NEEDS**


- ✔ After five minutes, ask the groups to come back together and compare the cards in the 'needs' piles. Ask the group as a whole to try to agree on which cards belong in the 'needs' pile. Take the cards that the group chooses and post them on the wall or lay them out on the floor.



- ✓ Ask participants to suggest different categories of need and give them 'physical needs' as an example. Continue discussing until all the following have been named:

<b>PHYSICAL</b>	<b>MENTAL</b>	<b>EMOTIONAL</b>	<b>SOCIAL</b>	<b>SPIRITUAL</b>
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- ✓ Post five cards representing the five types of needs on a wall and ask the group to assign each picture card from the 'needs' pile to a category. Offer the example that food is a physical need.

 **ASK** participants to analyse needs of adolescent girls and boys by discussing the following questions:

- ① Can anyone remember what it was like to be an adolescent?
- ① How did you feel? Did you have a support network?
- ① Who could you turn to for advice and support?
- ① Do boys and girls have different needs? What about people of different ages? Are the needs of children different from adolescents? Are the needs of adolescents different than adults?
- ① Are there other needs that should be added to the list? If the following have not been included, you may wish to suggest: meaning, learning, to love and be loved, connection to others, belonging, peace and beauty.
- ① Is it easy to differentiate between wants and needs? How do you differentiate?
- ① What happens to someone when his or her wants are not fulfilled?
- ① What happens to someone when his or her basic needs are not fulfilled?
- ① Are there groups in our community whose basic needs are not met? If so, why?
- ① What influences our wants?
- ① Are there situations where an adolescents' 'wants' conflict with the 'needs' of others? What are some examples?
- ① Are some human needs protected by law? Can anyone give an example of a law in the religious, traditional or legal system that protects every person's right to have a need met? Are there any laws that protect children and adolescents specifically? What about women and girls?

 **NOTE:** *Be ready to mention some laws if necessary.*



**SUMMARISE** the main points of the discussion.







**NOTE:** when you explain those points below, try to refer as much as possible to the group's own work rather than reading the following points word by word.

- All human beings, whether they are adults or children, female or male, have physical, mental, emotional, social and spiritual needs.
- Some of these needs are basic needs necessary for survival, such as food, health and safety; others are necessary for humans to be happy and fulfilled, such as the chance to learn and to be loved.
- During the period of adolescence, girls and boys go through many changes as they start to transition into adults. This stage of life can be both exciting and scary as it is a time of great change, opportunity and new learning. Adolescents will go through puberty, they may have many questions and wonder if their experience is 'normal'.
- To develop to their full potential, the needs of adolescents must be met. Adults, including caregivers and community members, have an important role to play in fulfilling those needs, caregivers, teachers and other adult role models such as religious and community leaders can be a source of support and strength.
- During the period of adolescence, it is important that adults maintain open communication and non-judgmental approach so that adolescents will feel comfortable, normalising topics such as puberty and relationships with the opposite sex so it does not feel taboo, and making time to check in with girls and boys about things that might be concerning them and let them know that you are there to support them.
- Some human needs have been protected by laws. Children and adolescents are more vulnerable than adults and may need special protection under the law. (Give examples from the group discussion and your own preparation.)
- People often do not realise that their rights to have their needs met are protected by law. Finding out about legal protections is very important to achieving these needs.
- Sometimes needs and wants conflict, and it may help to distinguish between them, particularly if the wants of some people are affecting the needs and human dignity of others, or those wants are only achievable by disregarding the rights of others.
- Sometimes people disagree on what needs and wants are, and sometimes there are good arguments on both sides.
- Adolescent girls and boys have the same needs and rights for a healthy, safe and peaceful life.





## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## MEETING 8 RESPONSIBILITIES FOR MEETING NEEDS

### MATERIALS AND PREPARATION




On a flipchart before the session, draw a picture of an adolescent girl and around the adolescent girl draw four concentric circles.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.

**REVIEW OF PREVIOUS MEETING  
(5 MINUTES)**

**ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**


**USED IT IN  
DAILY LIFE**

**LAYERS OF RESPONSIBILITY FOR MEETING NEEDS OF ADOLESCENT GIRLS  
(1 HOUR AND 10 MINUTES)**


**DO:** Draw a picture of an adolescent girl on the flipchart and choose a name for her. Around the adolescent girl draw four concentric circles.

**EXPLAIN** that each of us is surrounded by different layers of people we connect to, almost like layers of an onion.



 **ASK** the following questions; encourage answers like those below and write or draw the answers in the appropriate circle in the drawing.

- ② Who is in the first layer around this girl? (*her family*)
- ② Who is in the second layer? (*her community – also prompt for specific answers such as leaders, friends, community groups, schools and mosque or churches*)
- ② Who makes up the third layer? (*her country and government institutions*)
- ② Who is in the fourth layer? (*her world – elicit examples such as neighbouring countries, people of the world, international organisations*)

 **NOTE:** *If the participants are displaced and questions arise about which context they should refer to, you can explain that they can refer to their home or their current context, or both.*

 **DO:**

- ④ Divide participants into three groups. Ask group 1 to look at the family, group 2 to look at the community, and group 3 to look at the country.
- ④ Ask each group to discuss the following:
  - ② In what ways do people in this layer promote the health and safety of the girl in the middle?
  - ② Is this responsibility moral, traditional, legal or of some other kind?
  - ② What happens when the people at this level do not fulfil their responsibilities?
  - ② What happens when the people at this level cause harm?
  - ② What responsibilities does the girl in the middle have towards the other people in this layer?
- ④ After 20 minutes, bring the groups back together and invite each group to share their ideas for five minutes. Invite other participants to comment or ask questions.







**SUMMARISE** the main discussion points.

- Explain that different people and groups have different responsibilities for ensuring health, safety and wellbeing, and that just as they have responsibilities towards us, we too have responsibilities towards the health, safety and wellbeing of others in our families and communities and countries.





## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## WEEK 5 FAIRNESS<sup>7</sup>

### ➔ PURPOSE

Discuss and clarify ideas, opinions and beliefs about the values of fairness and justice and begin to explore the role and importance of rules in society, in particular affirming that to create a healthy, safe and peaceful community we need fair rules.



### CONTENT

- **Meeting 9:** Fair rules (90 minutes)
- **Meeting 10:** Rules in our family and our community (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Consider what 'fairness' means.
- Clarify why fairness is important and how it is reflected in our culture and religion.
- Distinguish between good and bad rules on the basis of whether they are fair.
- Examine unfair rules in our community.
- Share experiences of injustice.
- Consider whether there are different rules for boys and girls in the family and community.



### TERMINOLOGY

- Refer to local definitions for terms such as fairness and justice.

<sup>7</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 26-30.







## MEETING 9 FAIR RULES




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### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## EXPLORING THE RULES, WE LIVE BY (1 HOUR AND 10 MINUTES)

 **DO:**

- ✔ Tell participants that you are going to talk about fairness and the need for fair rules.
- ✔ Ask participants to divide into four groups, and ask each group to do the following:
  - Brainstorm a list of rules that they live by in their families and community.
  - After a list has been made, identify one rule that is unfair to adolescent girls and discuss why they think it is unfair.
  - Develop a three-minute drama that demonstrates the rule.
- ✔ After 15 minutes, have each group perform their drama. After each drama:
  - Ask the audience what rule they think was being shown.
  - Ask the actors why they chose this rule and why they feel it is not fair.
- ✔ Bring everyone back to a talking circle and facilitate a discussion using the following questions:
  - Why do we have rules? What is their purpose?
  - How are rules in the family designed to protect family members, such as adolescent girls?
  - How do rules in the family help meet needs for a healthy and safe life? Are there rules in the family that stop a person's needs from being met?
  - Are there different family and community rules for younger and older people, for men and women or boys or girls? Can you give examples?



**SUMMARISE** the discussion by explaining the following:

- Rules are important to guide our behaviour in our families and in our community.
- Fair rules help meet our needs for health, safety and a peaceful life.
- Unfair rules can destroy human dignity and can stop people from having their needs met.



### **REFLECTION AND CLOSING (10 MINUTES)**



**ASK** group members to quietly reflect on the following questions for a few minutes:

- ① Did I learn new information today? What?
- ① Did I learn new skills or ideas? What?
- ① Will I take action in my own life in response to what I learned? How?



**DO:**

- ① Encourage a few people to share their reflections.
- ① Thank people for their participation and close the group.





## **MEETING 10** RULES IN OUR FAMILY AND COMMUNITY




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### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### **DO:**

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### **DO:**

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)


 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:






**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**


**USED IT IN  
DAILY LIFE**


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## EXPLORING THE RULES WE LIVE BY (1 HOUR AND 10 MINUTES)

 **DO:** Remind participants that in the previous meeting you looked at different rules and highlight the following points:




-  Good rules protect us, keep us healthy and safe and encourage fairness.
-  We have rules for games like Ludo, football, and others to ensure fairness and help prevent people from being hurt.
-  Rules at home can help us to keep our homes neat and protect the health of family members.
-  Rules can help us learn in school and keep our communities safe.
-  Good rules help us get along with other people and take our responsibilities and duties to other people seriously. But, as we saw in the dramas, not all rules promote protection and fairness.

 **SAY:** Today we are going to talk more about rules that people live by in their own families and communities. Share some of the rules you discussed in the previous meeting and explain where they come from.







 **NOTE:** *If religious texts such as the Bible and Quran are not mentioned, ask about practices that are mentioned in these texts. Ask participants to discuss how rules in the family and community are different for women, men, boys and girls.*

 **EXPLAIN** to the participants that most of the communities have some unofficial rules and practices. For example, in some communities a father can marry off his daughter because of economic problems. There are also communities where adolescent boys are allowed to leave the house unsupervised, while adolescent girls must stay at home.

 **ASK:**


-  What do you think of these rules?
-  Are they fair?
-  Are there other examples of rules that affect girls that you can think of?




 **DO:** Facilitate a discussion about fair rules using the following questions as a guide:

-  Why do we follow a rule that does not promote fairness?
-  What happens if we break it?
-  Can rules be changed? If so, how?
-  Which rules in our families and communities promote health, safety and a peaceful life for everyone? For women and girls?
-  Should there be different rules for different groups in the community?
-  What could we do about an unfair rule that destroys rather than protects human dignity?



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## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## WEEK 6 NON-DISCRIMINATION<sup>8</sup>

### PURPOSE

Discuss and analyse experiences of discrimination against girls in the community and discuss the value of tolerance and compassion for protecting human dignity.

### CONTENT


- **Meeting 11:** Discrimination and restrictions on adolescent girls (90 minutes)
- **Meeting 12:** Promoting tolerance and non-discrimination (90 minutes)

### SESSION AIMS

By the end of the session, participants will:

- Consider the things that make people less equal.
- Be more aware of discrimination in our daily lives.
- Consider the different ways men, women, boys and girls can be discriminated against.
- Promote empathy with those who are discriminated against.
- Consider how discrimination destroys human dignity.
- Build support for the value of non-discrimination.
- Reflect on tolerance and compassion as important human qualities.

### TERMINOLOGY

- Refer to local definitions for terms such as discrimination, tolerance, empathy, honour.
- 

<sup>8</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 31-35 and CARE USA. "Facilitator's Manual for Religious Leaders: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019., [https://caretippingpoint.org/wp-content/uploads/2020/08/FM\\_Religious\\_Leaders\\_Group\\_14Aug2020.pdf](https://caretippingpoint.org/wp-content/uploads/2020/08/FM_Religious_Leaders_Group_14Aug2020.pdf), p. 54.





## **MEETING 11** DISCRIMINATION AND RESTRICTIONS ON ADOLESCENT GIRLS




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### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### **DO:**

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**


-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

#### **DO:**

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



**REVIEW OF PREVIOUS MEETING  
(5 MINUTES)**



 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:


**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

**UNDERSTANDING DISCRIMINATION AND RESTRICTIONS ON ADOLESCENT GIRLS  
(1 HOUR AND 10 MINUTES)**

 **DO:**

-  Divide the participants in groups of 6.
-  Tell them that they will be given one topic to discuss about any rules or restrictions that women and girls have within their home.

 **NOTE:** Explain that 'rules' means a norm or convention that women and girls have to follow but it may not be spelled out/said. For example, in many homes women eat last in the family or have to eat left-overs. Similarly, girls may have restrictions on when and where they can go. Make a comparison with men and boys.

 **DO:**

-  Give one restriction to each group:

**WORK RELATED  
RESTRICTIONS**

**MOBILITY RELATED  
RESTRICTIONS**

**PLAY RELATED  
RESTRICTIONS**

**TIME RELATED  
RESTRICTIONS**

**FOOD RELATED  
RESTRICTIONS**

**MENSTRUATION RELATED  
RESTRICTIONS**

- ✓ Ask each group to present and ask the other groups to add if they feel something is left out. After all six groups have shared, ask them if there are any restrictions that do not fit into these 6 themes, such as listening to their opinion, etc.
- ✓ Begin the group discussion. Give participants 30 minutes to discuss.

#### **Questions for Discussion:**


- ? Do you have any rules about what games girls can play, where and when?
- ? Does her brother face the same restriction?
- ? Do girls face restrictions about going out in the evening or night? What is the reason for that?
- ? Why is it always girls honour that matters? Why not with boys?
- ? Do girls and women face any restrictions during the menstrual period? What are these?
- ? Is there any work in the house that is assigned to girls? What happens if she cannot do her work?
- ? Does her brother have any assigned work? What happens if he cannot do his work?
- ? Is there any norm about who eats first and last?
- ? Who in the home decides which restrictions to have? Who enforces the restrictions?
- ? What happens when restrictions are disobeyed? Can you tell some examples?

#### **✓ DO:**





- ✓ Ask two volunteers from each group to present their findings in 5 minutes. Discuss the findings in the larger group.

#### **Questions for discussion:**

- ✓ Why do you think these restrictions exist? Are they only on women and girls or on everyone?
- ✓ What is the impact of such restrictions?
- ✓ Do you think such restrictions are fair? (*Not all restrictions may be unfair. Discuss the context around the restrictions.*)
- ✓ What can be done to change unfair restrictions on women and girls?
- ✓ If you were given a chance to plan a solution or project that could address these restrictions on adolescent girls, what would that be?

 **DO:** Discuss that some norms about coming home early and not going out in the evenings are related to safety.


 **ASK:**










-  Why are girls considered more at risk?
-  If there were more women out at night, would it feel unsafe for women?
-  If there is a reason for some restrictions, is this discussed adequately and explained to girls? Or are they simply told what to do and what not?
-  Does that add to the ill-feelings around restrictions?



**SUMMARISE** the key points:

Many families have restrictive norms for women and girls. Sometimes the norms are so well accepted by all of us that we do not think of them as restrictions at all. But sometimes we do feel bad when we are stopped from doing what we want to. Generally, boys do not face as many restrictions as girls do. The impact often is that girls have a lower self-esteem, lack confidence and begin to accept themselves as lesser human being. If they are not allowed to play outdoor games their physical development may also be hampered. Inequality at home is also linked to inequality outside the home, such as fear for a girl's safety. Through this programme we are going to challenge such inequalities. For that you all must be united on these issues and we must also convince the community.

 **ASK** participants to share their feelings about discrimination they have observed. Facilitate a discussion about discrimination using the following questions as a guide:

-  In what ways are women discriminated against? Girls?
-  In what ways are men discriminated against? Boys?
-  Are there people or groups in our community that are more discriminated against (for example, different age groups)?
-  Why do people discriminate against others?
-  Where do people learn discriminatory beliefs?
-  Where do people learn discriminatory behaviour?
-  What does discrimination do to a person's dignity?
-  What would our community look like with no discrimination against adolescent girls ?
-  Is it important to challenge discrimination? If so, why?



**SUMMARISE** the key points from the discussion.

Finish the activity by explaining the following:

- People discriminate against others for many different reasons.
- Men, women, boys and girls may experience discrimination differently.
- Groups in the community with less power experience more discrimination.
- Discrimination destroys human dignity and is an injustice.



### **REFLECTION AND CLOSING (10 MINUTES)**



**ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?



**DO:**

- ✔ Encourage a few people to share their reflections.
- ✔ Thank people for their participation and close the group.

## **MEETING 12** PROMOTING TOLERANCE AND NON-DISCRIMINATION

### **MATERIALS AND PREPARATION**

- Prepare the story beforehand by changing the names and details to fit with the context.
- Collect proverbs, sayings, teaching, poems or songs that reflect the values of tolerance and compassion in your community.

### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**

#### **DO:**

- ✔ Welcome everyone and thank them for making the time to attend.
- ✔ Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

- ❓ How are you feeling about being part of the group?
- ❓ Are there any new concerns that have come up for you since our last meeting?
- ❓ What kinds of responses have you been getting from others about your involvement in the group?


#### **DO:**

- ✔ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ✔ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

-  **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## DISCUSSING A STORY OF STIGMA AND DISCRIMINATION (50 MINUTES)

- DO:** Read the story you prepared about a girl who has been discriminated against because she got pregnant before marriage. Again, the story should reflect the reality in your community, but not include identifying details from real stories. Therefore, the story can be adapted to fit the context if necessary.

 **Requires CONTEXTUALISATION** (names and details can be adapted to the context)

### SORAYA'S STORY

Soraya is 15 years old and lives in a settlement for displaced people where the houses are very close together. She has been seen after school sometimes by the neighbours holding hands with Munir, who is 19. One day, Munir tells Soraya that if she does not have sex with him, he will find another girlfriend. Soraya feels uncomfortable and does not want to have sex before marriage. She tells Munir, but he forces her.

Soraya does not see Munir again after that, but after a few months she realises she is pregnant. Soraya's mother finds out and tells Soraya's father what happened. Soraya's parents are very worried about what the neighbours will think, what their reputation will be among the relatives, and decide that the best solution is for Soraya and Munir to get married. Soraya tells her parents she does not want to get married to Munir because of how he treated her; she would prefer to finish school. Her parents decide to go ahead with the marriage anyway and Munir's family agrees.

 **DO:**

- ✔ Facilitate a discussion about stigma and discrimination against girls who are pregnant outside of marriage in the community using the following questions as a guide:
- ❓ How does this story make you feel?
- ❓ How do you think the girl felt?
- ❓ What do you think happened to the girl's dignity?
- ❓ How did being pregnant before marriage impact her standing in the community?
- ❓ Do you think she was discriminated against? If so, why? and how?
- ❓ Is this fair and just?
- ❓ What could make the situation different for this girl?
- ❓ If you were a close relative of this girl, what could you do in this situation to restore her dignity?
- ❓ If you were a neighbour or friend of her family, what could you do to restore her dignity?


**SUMMARISE** the key discussion points:

- Sometimes the community may stigmatise specific groups of people, including those with a disability, or girls who are divorced, have children outside of a formal recognised relationship for example, outside marriage. But we can try to make sure that these girls in particular feel supported in the community and not further isolated or shunned. Everyone has the right to be treated equally and with dignity.
- Each of us has the power to make a change in our community. While we may not be able to change things overnight and there may be things that are outside of our control, we can start by making a change to the things we do have control over and by identifying who we can influence. These small concrete steps are the building blocks to help us in promoting tolerance and non-discrimination in our communities.




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### VALUE OF COMPASSION (10 MINUTES)

 **ASK** participants to sit in small groups; identify a proverb, saying, teaching, poem or song about the value of compassion or kindness; and then share it with the group as a whole.



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### REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.





## WEEK 7 CHILD RIGHTS<sup>9</sup>

### PURPOSE

To empower people with information about child rights and girls' rights and help them to reflect on the relationship between human rights principles and shared community values of human dignity, fairness, justice, non-discrimination and responsibility, and on the impact of child marriage on girls' rights.

### CONTENT


- **Meeting 13:** What are human rights and child rights? (90 minutes)
- **Meeting 14:** Girls' rights in our community (90 minutes)

### SESSION AIMS

By the end of the session, participants will:

- Learn about human and child rights from a variety of perspectives.
- Understand that child rights are standards needed for a life with dignity.
- Relate child rights principles to community values.
- Connect child rights to child and adolescent needs and to our everyday lives.
- Explore the extent to which our community honours (or fails to honour) girls' rights, especially related to child marriage.
- Discuss responsibilities for protecting child rights.

### TERMINOLOGY

- Refer to local definitions for terms such as human and child rights.
- 

<sup>9</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 37-42 and CARE USA. "Facilitator's Manual for Fathers' Groups: CARE's Tipping Point Phase 2, Bangladesh." Cooperative for Assistance and Relief Everywhere, Inc., 2019. [https://caringpoint.org/wp-content/uploads/2020/03/FM\\_Fathers\\_Group\\_with-citation.pdf](https://caringpoint.org/wp-content/uploads/2020/03/FM_Fathers_Group_with-citation.pdf), p. 19-21.



## MEETING 13 WHAT ARE HUMAN RIGHTS AND CHILD RIGHTS?

### MATERIALS AND PREPARATION




Using **Annex 1: Information Sheet on Child Rights**, prepare cards with each article from the CRC on one card. Prepare beforehand to review and mention any other charters related to human rights in your region, such as the **African Charter on the Rights and Welfare of the Child**, **Arab Charter on the Rights of the Child**, the **Covenant on the Rights of the Child in Islam**, **Asian Human Rights Charter**, and the **American Convention on Human Rights**. If not all the participants are literate, try to pair them in groups where at least one person is literate and can support the other group members.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:




**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**


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## HUMAN RIGHTS AND CHILD RIGHTS (1 HOUR AND 10 MINUTES)

 **DO:**

-  Put participants into four small groups. Ask them to imagine that they will be settling in a new island/community and that no one has ever lived there before, so there are no rules or laws. Tell participants to forget who they are in real life because no-one knows what their position on the island/community will be, whether they will be male or female, young or old, rich or poor.
-  Ask the groups to take 25 minutes to agree on a list of rules governing everyone on the island to ensure that life on the island is fair and equitable and every person's needs, including adults and children, males and females are met, and to write down the list of rules.
-  After 25 minutes, bring the groups back together and ask them to take turns sharing one rule each until all rules have been shared. As they are presenting, make a master list of all the rules.

 **EXPLAIN** that the Universal Declaration of Human Rights (UDHR) is a list of rights for everyone in the world and the Convention on the Rights of Child (CRC) is a list of rights for people under age 18 everywhere in the world.

 **DO:** Briefly review the articles with the group as a whole. After reading, ask if anyone has a question about any of them.



 **ASK:**

- ① What are some of the similarities between our list and the CRC list?
- ① What values and principles inspired our list – for example, are they religious values? cultural?
- ① Which rights from the CRC did we not include?
- ① Do we want to add any more rights to our list?
- ① Were any rights on our list not included in the CRC?

 **EXPLAIN:**

- Child rights are standards that make it possible for every boy and girl to live with dignity. The values that underlie child rights are the same ones that we have been discussing:



- Although human and child rights were mostly agreed on by most countries in the 20th century, the values they reflect are rooted in the literature, traditional values and religious teachings of almost every culture and religion. For example, the Hindu Vedas, the Bible, the Quran, and the Analects of Confucius all address duties, rights, and responsibilities.

 **ASK:**

- ① What are some human or child rights ideas that come from texts and belief systems that are meaningful to you?

- DO:** Remind them that they have discussed these earlier in the group discussions. Ask for examples of religious teachings that support human rights and share your own examples.



**SUMMARISE** with the following points:

- Everyone deserves to live with dignity and enjoy life, including children. But children need help accessing their rights from the adults around them.
- There are responsibilities and duties that all must share in to ensure the rights as children and adolescents.
- We are responsible for demanding child rights and seeking to help children exercise them.
- Everyone including children has rights simply because they are alive. Rights are not granted by anyone. We are born with them and they cannot be taken away, although ideas such as self-determination are influenced by our culture and religion.
- Every right comes with responsibilities. For example, I have a right to live free of violence, but also the responsibility to respect others' right to safety and security.
- When a person's rights are violated, it is an act of injustice.



### **REFLECTION AND CLOSING (10 MINUTES)**



**ASK** group members to quietly reflect on the following questions for a few minutes:

- ① Did I learn new information today? What?
- ① Did I learn new skills or ideas? What?
- ① Will I take action in my own life in response to what I learned? How?



**DO:**

- ① Encourage a few people to share their reflections.
- ① Thank people for their participation and close the group.



## MEETING 14 GIRLS' RIGHTS IN OUR COMMUNITY

### MATERIALS AND PREPARATION




If not all participants are literate, try to pair them in groups where at least one person is literate and can support the other group members.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)


 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## GIRLS' RIGHTS AND CHILD MARRIAGE IN OUR COMMUNITY (1 HOUR AND 10 MINUTES)

 **NOTE:** *Activities for this meeting differ depending on whether most participants can read. For activities involving reading, begin at step 1 and skip step 4. For a non-reading alternative, begin at step 4.*

 **DO:**

- ✔ If participants can read, ask them to divide into small groups and give each group six cards, each with a different article from the summary CRC. Ask each group to do the following:
  - Read each article together and agree on what it means.
  - Decide, to what extent girls and boys in your community enjoy this human right: everyone, most people, some people, a few people or no one.
  - For rights that not everyone enjoys, who is excluded? Write the answer on the back of the card.
  - Which of these rights/articles does child, early and forced marriage violate?
- ✔ Ask each group to present their results to the group as a whole.
- ✔ Explain that you have just reviewed the Convention on the Rights of the Child.
- ✔ If most participants cannot read, do the activity with the group as a whole and focus the discussion on the specific rights that child marriage violates according to the table below. Read the articles aloud, and after each article, ask participants to decide - to what extent girls in their community enjoy this right: all girls, most girls, some girls, a few girls or no one.
- ✔ When you are finished, explain that you have just reviewed the key articles of the Convention on the Rights of the Child that relate to CEFM.

**Article 28**  
**Right to education**

After marriage, child brides are likely to drop out of school, especially if they have children to take care of. This hinders their development, preparation for adulthood and ability to contribute to their family and community.

**Article 6**  
**Right to a full life**

Girls under 18 are often also mothers, putting them at risk of injury and death during childbirth. Girls who give birth before 15 are 5 times more likely to die in childbirth than women aged 20-24.

**Article 19**  
**Protection from violence and abuse and**  
**Article 34**  
**Protection from sexual abuse**

Girls who marry before 18 are more likely to experience physical, sexual and psychological violence throughout their life. Child brides are more likely to describe their first sexual experience as forced.

**Article 24**  
**Right to health**

Girls under 18 are physically not ready to have children. They lack the knowledge and power to abstain from sex or negotiate safe sexual practices, leaving them at risk of HIV/AIDS and other sexually transmitted diseases.

**Article 2**  
**Right to equality**


Girls are much more likely than boys to marry under 18. As marriage ends girls' opportunities for education, they are also less likely than boys to be able to get paid work outside of the home and make decisions in the community.

**Article 12**  
**Right to participation in decisions that affect one's life**

Many girls are never asked if they want to get married; they have little say in if, when and whom they marry.

Adapted from *Girls Not Brides, Child Marriage: A Violation of Human Rights* <https://www.girlsnotbrides.org/wp-content/uploads/2015/05/GNB-Child-marriage-human-rights-infographic-1200px.jpg> and *Girls Not Brides, Child Marriage: A Global problem too long ignored*, <https://www.girlsnotbrides.org/wp-content/uploads/2012/10/GNB-Child-marriage-infographic-950px.jpg>





☑ **DO:** Facilitate a discussion about child rights in your community and their relationship to child, early and forced marriage using the following questions as a guide:

- Besides the rights we just mentioned, are there any other child rights that you can find that are also violated by the practice of child marriage?
- How do these rights apply to boys and girls in our community? Do they apply equally? Differently?
- Do girls who are already married have the same rights as unmarried girls?
- Thinking back to the layers of responsibility that surround us – family, community, society and world – who do you think has responsibility for protecting the rights of children and especially girls?
- How should people be held accountable if they violate the rights of a child, for example by marrying a girl under 18?
- Can knowledge about rights change beliefs that people have about the practice of child marriage?
- What should we do if we know that a girl's rights are being violated?
- How do these rights relate to what your religious and cultural values, and those of other people in our community say about how girls should be treated? Are there differences? Similarities?
- What is the relationship between the rights of girls to not get married as children, the national law and the customary and traditional law in this community?

📄 **SUMMARISE** the main points made during the discussion. Emphasise that marriage under 18 is a rights violation and it also violates several other rights.



## REFLECTION AND CLOSING (10 MINUTES)

💬 **ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?

☑ **DO:**

- ✔ Encourage a few people to share their reflections.
- ✔ Thank people for their participation and close the group.



# PHASE 2

## REFLECTION AND DELIBERATION



## WEEK 8 POWER<sup>10</sup>

### → PURPOSE

Learn more about the idea of power and its relationship to inequality and in-justice, and discuss different sources and uses of power, including our power to make positive changes in our community.



### CONTENT

- **Meeting 15:** Exploring empowerment and disempowerment (90 minutes)
- **Meeting 16:** Different sources and uses of power (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Develop empathy for others.
- Consider the relationship between power, inequality and violence.
- Explore personal experiences of power and powerlessness.
- Discuss different sources and expressions of power.
- Understand the power that we have together to make positive changes in our community.



### TERMINOLOGY

- Refer to local definitions for terms such as power, empowerment.

<sup>10</sup> UNICEF, Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities: New York, 2014, p. 43-48 and Training Manual to prepare everyone involved in SASA! Faith Michau, L. et. Al. SASA! Faith: A Training Manual to prepare everyone involved in SASA! Faith. Kampala: Raising Voices, Dec. 2016, [https://raisingvoices.org/wp-content/uploads/2016/08/SASA-Faith-Training-Manual\\_Final\\_lowres.pdf](https://raisingvoices.org/wp-content/uploads/2016/08/SASA-Faith-Training-Manual_Final_lowres.pdf) pp 6-7.



## **MEETING 15** EXPLORING EMPOWERMENT AND DISEMPOWERMENT



### **MATERIALS AND PREPARATION**

If possible, find a large, open space where all participants can stand in a line and take 10 steps forwards for the Power Walk activity. If there is no open space available, adapt the activity to your meeting place as needed. Print and cut out character cards for the Power Walk exercise (Annex 2 - Character cards for Powerwalk).






### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### **DO:**

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### **DO:**

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## POWER WALK (1 HOUR)

 **DO:**

- ✔ Take participants to a large open space.
- ✔ Depending on whether participants can read, either hand each participant a card with a character description (from Annex 2) or tell each participant about his or her character in a way that no one else can hear. Ask participants not to tell anyone else about their character.
- ✔ Ask participants to take a minute to try and ‘walk in the shoes’ of their character and think about what life is like for this person.

**Suggest the following questions:**

- ❓ What was/is your childhood like?
- ❓ What sort of house did you live in?
- ❓ What sort of work did your parents do?
- ❓ What is your everyday life like now? What do you do in the morning, in the afternoon, in the evening?
- ❓ What sort of life do you have? Where do you live? How much money do you earn each month? Do you have leisure time? If so, what do you do with it?
- ❓ What excites you, and what are you afraid of?

 **DO:**

- ✔ Ask participants to form a straight line, facing forward, and tell them that this line represents human dignity and fulfilment of basic needs. Tell participants you are going to read out a statement and if their character could answer 'yes' to the statement, they should take one step forward. If their character would likely answer 'no' or 'I don't know', they should remain where they are.
- ✔ Read the following statements slowly and clearly and repeat if needed.
  - ❓ Were/are you able to complete primary school?
  - ❓ Were/are you able to attend secondary school?
  - ❓ Are you free to walk through the community without harassment?
  - ❓ Does your family allow you to contribute to decisions that affect the household?
  - ❓ Do you have the power to influence people in your community?
  - ❓ Do you have enough money to have a good life for your family?
  - ❓ Do you have the power to choose who and when you will marry?
  - ❓ Do people in the community respect you?
  - ❓ Do the decision-makers in the community value your opinions?
  - ❓ Can you decide when and how many children you will have?
  - ❓ Are there people you can go to for help if something happens to you?
  - ❓ Do you know what laws there are to protect you?
- ✔ Once you have finished the questions, ask all participants to remain where they are and remain in character as you ask the following questions.
  - ❓ Ask characters at the front: Who are you, and why are you at the front?
  - ❓ Ask characters at the back: Who are you? How did you feel as you watched others moving forward? What would you need in order to reach the line that represents human dignity and fulfilment of basic needs?
  - ❓ Ask all male characters to raise their hands, then all female characters.
  - ❓ Ask all participants: Where are the majority of women and girls? Where are the majority of men and boys? Are there any characters that are very similar except for the fact that one is female, and one is male?
  - ❓ Who were the most vulnerable characters (still near the beginning) and what do they have in common?

- ✔ Bring everyone back to a talking circle and facilitate a discussion using the following questions:
  - ❓ What did you learn from this activity?
  - ❓ Why were some people left behind in this activity?
  - ❓ We all began as equals but we ended up unequal. What were the things that made us unequal? (Write a list on the flip chart.)
  - ❓ What made some characters more able to move forward? (Write a list on the flip chart.)
  - ❓ Did anyone feel that your character's human dignity and needs were being violated or neglected?
  - ❓ What are the similarities between the characters in this exercise and real people in our community?
  - ❓ Who is left behind in our community? Why? Is this fair?
  - ❓ What abilities do those with less power have, and how can they use them to move forward and join the others?



**SUMMARISE** the main discussion points.

Finish the activity by explaining that in order to meet our needs, live with dignity and move forward as individuals and as a community, we need to be empowered with knowledge and resources.



## REFLECTION AND CLOSING (10 MINUTES)

❓ **ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?

✔ **DO:**

- ✔ Encourage a few people to share their reflections.
- ✔ Thank people for their participation and close the group.



## MEETING 16 DIFFERENT SOURCES AND USES OF POWER

### MATERIALS AND PREPARATION




Print out one copy of Annex 3: Picture cards, showing different sources and uses of power. Print enough copies for every group member of Annex 4: Handout: Power situations related to child, early and forced marriage. If not all participants are literate, try to pair them in groups where at least one person is literate and can support the other group members.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.





## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**



## DIFFERENT FACES OF POWER (1 HOUR AND 10 MINUTES)

 **DO:**

- ✔ Show four picture cards (from Annex 3) one by one and put them in a position where everyone can see them. Explain that these pictures show different sources and uses of power and show power that we can see.

 **ASK:**

- ❓ Can you describe the kind of power that is being shown in this picture?
- ❓ What are examples of people using power in this way in our community?
- ❓ What impact does this type of power have over our lives?
- ❓ What are the main sources of power in our community?
- ❓ What are our potential sources of power?

 **DO:**

- ✔ Give each participant a sheet of paper and pens or markers. Ask participants to draw a line down the middle and then draw a situation which has made them feel powerful on one side and a situation that has made them feel powerless on the other.
- ✔ Ask each person to explain her or his drawing. As they speak, listen for feelings and actions that show the emotional, spiritual and psychological elements of power and powerlessness.

**⚠ NOTE:** Sample responses from other groups who have done this activity are listed below and may help you identify some of the feelings and experiences participants express.

SITUATIONS THAT MAKE PEOPLE FEEL POWERFUL:	SITUATIONS THAT MAKE PEOPLE FEEL POWERLESS:
Overcoming fear or a feeling of ignorance by pushing myself to take action	Disrespect and putdowns
Recognition by others of what i did	Being ignored
Finding a creative way to solve a problem that seemed unsolvable	Being stereotyped
Being able to handle a difficult task	Being denied opportunities to prove myself
Succeeding as a leader	Lack of control
Caring for and helping others	Loss
Joining a group with other people who have the same problem	Ignorance
Being able to inspire fear	Shame
	Isolation

**☑ DO:**

- ☑ Review Annex 4: Handout on power situations related to child, early and forced marriage. Go through some of the examples and ask participants to share what kind of power they think is being used in the example.

✔ Facilitate a discussion about gender, age and power using the following questions as a guide:

- ❓ What are some examples of men having power in the community?
- ❓ What are some examples of women having power in the community?
- ❓ What are some examples of adults having power over children?
- ❓ What are some examples of boys having power over girls?
- ❓ Are these different types of power used positively? If so, how?
- ❓ Are they used negatively? If so, how?
- ❓ What is the relationship between child, early and forced marriage related to power?



**SUMMARISE** the main points of the discussion by noting the following:

- Power is not always a bad thing – together, we have power to make change.
- Power is not in limited supply. One person having power does not mean s/he must take power away from another person. Everyone can have power.
- In the coming weeks we will be discussing sensitive issues including child, early and forced marriage. There are many examples of both negative and positive power in situations of child marriage. For example, parents may have power over girls if they arrange a marriage without consulting their daughters. A girl or boy who feels comfortable asking her parents about relationships and puberty has power with. A girl who wants to finish her studies and get a job has power within. A religious leader who refuses to marry girls under 18 and talks about it during the sermon to his congregation has power to.

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## REFLECTION AND CLOSING (10 MINUTES)

❓ **ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?

☑ **DO:**

- ☑ Encourage a few people to share their reflections.
- ☑ Thank people for their participation and close the group

 **NOTE FOR FACILITATOR:**

**FOUR TYPES OF POWER**

**Power within** is the strength that arises from inside ourselves when we recognise the equal ability within all of us to positively influence our own lives and community. By discovering the positive power within ourselves, we are compelled to address the negative uses of power that create injustice in our communities. Our work together will focus first on fostering *power within* ourselves, so that we can begin working to make changes in our communities.

**Power over** means the power that one person or group uses to control another person or group. This control might come from direct violence or more indirectly, from the community beliefs and practices that position men as superior to women. Using one's power over another is injustice. In this programme, we will aim to increase the knowledge and understanding of both ourselves and community members that *marriage of girls as children* is violence. The community's silence about this injustice hurts everyone.

**Power with** means the power felt when two or more people come together to do something that they could not do alone. *Power with* includes joining our power with individuals as well as groups to respond to injustice with positive energy and support.

**Power to** is the belief, energy and actions that individuals and groups use to create change. *Power to* is when individuals proactively and preventatively ensure that all community members enjoy the full spectrum of human rights and are able to achieve their full potential.

The ultimate goal of this programme is to use our power to take action to prevent child, early and forced marriage and to create community norms that promote alternative options for girls besides marriage.



## WEEK 9 THE PRACTICE OF MARRIAGE IN OUR COMMUNITY<sup>11</sup>

### → PURPOSE

Begin to how marriage works in families and communities, look at connections between violence, poverty and marriage and how different groups are affected by it. Explore community norms that support child, early and forced marriage.



### CONTENT

- **Meeting 17:** The ideal age of marriage (90 minutes)
- **Meeting 18:** Mapping root causes of child marriage in our community (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Reflect on the link between gender and child marriage.
- Discuss how child marriage destroys human dignity and stops people from enjoying a healthy, safe and peaceful life.
- Discuss different beliefs and norms that support child marriage in our families and communities.
- Bring child marriage into the open discussion and talk about it.
- Learn about the harmful effects of child marriage on a individuals, families and the community.



### TERMINOLOGY:

- Refer to local definitions for terms such as gender, dowry/bride price.

<sup>11</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence*, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities: New York, 2014, p. 49-53; CARE USA. "Facilitator's Manual for Fathers' Groups: CARE's Tipping Point Phase 2, Bangladesh." Cooperative for Assistance and Relief Everywhere, Inc., 2019. [https://cayetippingpoint.org/wp-content/uploads/2020/03/FM\\_Fathers\\_Group\\_with-citation.pdf](https://cayetippingpoint.org/wp-content/uploads/2020/03/FM_Fathers_Group_with-citation.pdf) p. 59, and NCA, Save the Children, and Norad, *Community Conversation to Abandon Female Genital Mutilation in Somalia Facilitator Guideline*, p. 22-24.

## MEETING 17 THE IDEAL AGE OF MARRIAGE

### MATERIALS AND PREPARATION

Paper, markers, pens for drawing.

Copies of **Annex 5: Information Sheet on Harmful Consequences of Child Marriage** for the participants.

As preparation, facilitators should:

- Review or familiarise yourself with the norms in the community that support child marriage, such as dowry/bride price, expectations that a girl should get married before she becomes too old, as a coping strategy to protect girls from violence, etc. so that you can bring them up as examples during the discussions. Review the baseline research findings.
- Discussing child marriage can bring up strong and upsetting emotions, so Facilitators (discussion leaders) need to be prepared to respond to and support anyone who becomes upset during these meetings. If you feel unsure about how to do this, you should discuss strategies for responding to emotions with your supervisor. You will also need to make sure that everyone in the group remain respectful and caring towards each other.
- Ensure you have a clear understanding of the legal framework for child marriage in their country, especially the following information:
  - What is the legal age of an adult (is there a difference between girls and boys)?
  - What is the age of marriage for girls? Boys?
  - Are there any exceptions to the legal age of marriage?
- Read more about the minimum age for marriage by reviewing the below documents and use the search function by typing in the word 'marriage':

<https://www.worldpolicycenter.org/policies/what-is-the-minimum-age-of-marriage-for-girls/what-is-the-minimum-age-of-marriage-for-girls>

<https://www.girlsnotbrides.org/about-child-marriage/>



<https://www.girlsnotbrides.org/documents/1198/International-and-Regional-Standards-for-Protection-from-Child-Marriage-June-2013.pdf>

<https://www.ohchr.org/en/professionalinterest/pages/minimumageformarriage.aspx>






## OPENING AND SAFETY CHECK-IN (5 MINUTES)



### DO:


-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.

 **NOTE:** *Tell participants that for the next couple of weeks we are going to be talking about marriage practices in our communities and in our own lives and that this is a sensitive subject. Let people know that they do not have to share personal experiences if they are not comfortable to do so.*



## THE IDEAL AGE OF MARRIAGE (1 HOUR AND 10 MINUTES)

### ASK:

- ① What is the most common age for men to get married in this community? For women?
- ① What is the ideal age for a man? What is the ideal age for a woman? If there is a difference between the common age of marriage for men and women ask participants to think about why this is.
- ① Why there is a difference between the common age of marriage and the ideal age of marriage for men and women?

### DO:

- ① Divide participants into four small groups, and ask each group to do the following:
  - Ask participants to draw a picture of a woman who got married at the “ideal age” or if the ideal age is younger than 18, ask participants to draw a picture of a woman who got married after 18. Ask participants to draw a picture of a girl who got married at the “common age” or under 18, who also had a child under 18.
  - Ask participants to write down all of the characteristics of the girl and the woman in the 2 pictures, considering her education, health, economic situation, mental wellbeing, social networks, etc.

After about 20 minutes, bring the groups back together and ask each group to share the key differences between the two drawings and provide more information on benefits of delaying marriage until after 18.



## BENEFITS OF DELAYING MARRIAGE UNTIL AFTER 18:

**Physical health:** No harm from early pregnancies and potential reduced risk of physical abuse.

**Emotional wellbeing:** Feels mentally prepared for both marriage and motherhood, better connections with support networks. Happiness contributes to good health, less disease and less expenditure.

**Aspirations fulfilment:** Greater chance of finishing school and achieving personal goals.

**Managerial and leadership capacities developed:** Increased opportunity to develop important life skills.

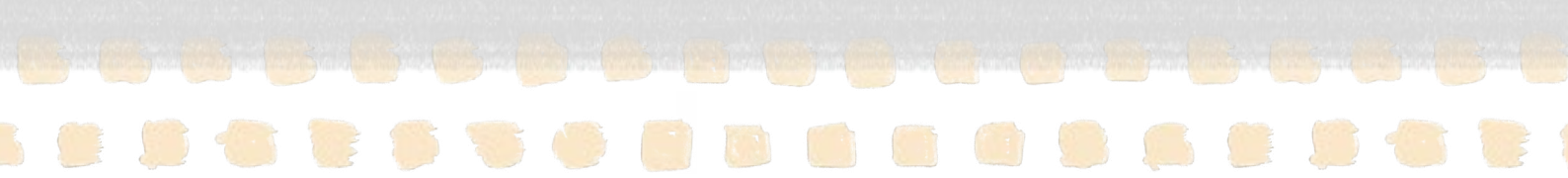
**Contribution to family and society:** Ability to contribute to the wellbeing of the family and society.

- ✓ **DO:** Facilitate a discussion between participants using the following questions as a guide:
  - ✔ Tell participants that the definition of child marriage is: **Any marriage – whether under civil, religious or customary law, and with or without formal registration – where either one or both spouses are children under the age of 18.**

### ASK:

- ❓ Are child marriages common in your community? How many people do you know that were married before 18?
- ❓ How does it affect a couple? Why?
- ❓ Is child marriage more or less common now than when you were a child? Why?
- ❓ Are some girls more likely than other girls to get married below 18? Who are those girls? What factors make them more vulnerable to child marriage?
- ❓ How does child marriage affect a person's ability to enjoy his or her right to dignity? Health? Safety? A peaceful life?

- 🗣️ **EXPLAIN:** Although we cannot always see the effects, child marriage causes serious harm to a girl and to those around her. It also destroys people's dignity, health, safety and peace.




Ask participants how they think child marriage harms a girl. When they have finished contributing, provide more information on the effects of child marriage on:

- physical health;
- mental and emotional health;
- social well-being;
- spirituality.

 **NOTE:** Refer to the Annex 5: Information Sheet on Harmful Consequences of Child Marriage, to share the information with the participants.



## **REFLECTION AND CLOSING (10 MINUTES)**

 **ASK** group members to quietly reflect on the following questions for a few minutes:

- ② Did I learn new information today? What?
- ② Did I learn new skills or ideas? What?
- ② Will I take action in my own life in response to what I learned? How?

 **DO:**

- ③ Encourage a few people to share their reflections.
- ③ Thank people for their participation and close the group.



## **MEETING 18** MAPPING ROOT CAUSES OF CHILD MARRIAGE IN OUR COMMUNITY



### MATERIALS AND PREPARATION

Make copies of **Annex 6: Information Sheet on Root Causes of Child Marriage**, for all the participants.






### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## MAPPING ROOT CAUSES OF CHILD MARRIAGE IN OUR COMMUNITY (1 HOUR AND 10 MINUTES)

 **DO:**

- ✔ Divide participants into three groups and explain the steps that each group will follow:
  - Think about all of the steps that take place in your community before two people are married and make a list. For each step, discuss who is involved, how old they are, and how each decision is made. Write these details next to the step on the flipchart.
- ✔ Ask the participants to specify whom everyone involved in the decision is, and how old they are. Make sure to ask participants to address the following:
  - Who initiates the proposal usually?
  - Who in the family has the power to make the final decision? Do the mother and father have an equal voice? Does the girl have a voice?
  - Who is responsible for formalising the marriage?
- ✔ Prepare a short skit/drama that demonstrates all the steps that are taken to decide.
- ✔ on marriage. Tell participants that they have 15 minutes to prepare their skit/drama.

 **ASK:** Facilitate a discussion after the skits/drama are presented by asking participants:

- ❓ Were the people getting married both 18 years or older?
- ❓ If not, what happened? Why did this happen?

- 
- ② Who decided? Who in the family and the community had the ability to influence the decisions being made?
  - ② What do you think are the reasons behind child marriage in your community?
    - Do you think there are any religious reasons for practicing child marriage?
    - What about economic reasons?
    - What about safety reasons?
  - ② Are there rules in our community that encourage girls to get married under 18?
  - ② What and who needs to change in order for girls to have greater influence in these situations?



**SUMMARISE** the main discussion points, making sure to include the relevant reasons listed from the Annex 6: Information Sheet on Root Causes of Child Marriage.

**CONCLUDE** the activity by asking participants to identify some of the norms in their community that support child marriage that you could consider changing if you want to make your community a healthier, safer and more peaceful place. Tell participants that in the coming weeks you will be talking about child marriage in more detail.



## REFLECTION AND CLOSING (10 MINUTES)

② **ASK** group members to quietly reflect on the following questions for a few minutes:

- ② Did I learn new information today? What?
- ② Did I learn new skills or ideas? What?
- ② Will I take action in my own life in response to what I learned? How?

☑ **DO:**

- ☑ Encourage a few people to share their reflections.
- ☑ Thank people for their participation and close the group.



## WEEK 10 EXPLORING ALTERNATIVES TO CHILD, EARLY AND FORCED MARRIAGE<sup>12</sup>

### → PURPOSE

Learn more about child marriage in the community and begin to discuss potential actions that community members can take to support adolescent girls to find alternatives. Explore beliefs, attitudes and norms related to child marriage.



### CONTENT

**Meeting 19:** Understanding paths to marriage for girls (90 minutes)

**Meeting 20:** Supporting girls with alternatives to child marriage (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Discuss why child marriage happens in the community.
- Reflect on the harmful consequences of child marriage for individuals, families and the whole community.
- Bring stories of child marriage into the open discussion.
- Reflect on community norms and responses to child marriage.
- Begin to explore protective norms.



### TERMINOLOGY

Refer to local definitions for terms such as protective norms.

<sup>12</sup> Adapted from CARE USA. "Facilitator's Manual for Religious Leaders: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caretippingpoint.org/wp-content/uploads/2020/08/FM\\_Religious\\_Leaders\\_Group\\_14Aug2020.pdf](https://caretippingpoint.org/wp-content/uploads/2020/08/FM_Religious_Leaders_Group_14Aug2020.pdf), pp. 47-48 and Plan International (2016) Living Free from Child Marriage. In Girls Champions of Change: Curriculum for Gender Equality and Girls Rights. Woking, UK: Plan International, [https://www.alignplatform.org/sites/default/files/2018-09/9-GCOC\\_LCM\\_Module\\_FA.pdf](https://www.alignplatform.org/sites/default/files/2018-09/9-GCOC_LCM_Module_FA.pdf), p. 54-58.



## **MEETING 19** UNDERSTANDING PATHS TO MARRIAGE FOR GIRLS

### **MATERIALS AND PREPARATION**

- Flipchart papers, markers, index cards (3 different colours), tape.
- Prepare part of the story in advance, making sure to adapt the names and details to the context.



### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**

#### **DO:**

- ✔ Welcome everyone and thank them for making the time to attend.
- ✔ Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

- ❓ How are you feeling about being part of the group?
- ❓ Are there any new concerns that have come up for you since our last meeting?
- ❓ What kinds of responses have you been getting from others about your involvement in the group?


#### **DO:**

- ✔ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ✔ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## MUNA'S STORY (1 HOUR AND 10 MINUTES)

 *Requires* **CONTEXTUALISATION**

 **DO:** Read the story to the participants.



### STORY

*Muna is a young girl aged 15. Her parents have lost their jobs due to displacement. They feel they cannot provide for Muna due to their financial situation and have recently arranged a marriage. She would like to postpone marriage and stay in school.*


 **ASK** participants to finish Muna's story with the group:


If Muna was in your community, what would happen to Muna?

 **DO:**

-  Have participants explain the next steps and actions that Muna and her family would take, including any obstacles she may encounter. Make sure everyone has a chance to contribute to the story.
-  When someone speaks, write each action Muna takes on one colour of index card and place them along a timeline of Muna's life. Write every obstacle on a different colour card.





 **EXPLAIN:** to the participants to be sure to consider the key social factors which significantly influence CEFM and root causes of CEFM (Annex 6). They should also consider key influential people and community partners who might make a difference in her life.

**Possible responses could include the following:**

- Muna talks to a friend about her desire to postpone marriage and her friend helps her talk to her parents.
- Muna's mother is pressuring her to get married.
- Muna goes to the religious leader and s/he is understanding and offers to speak to her parents.
- Muna's friend tries to convince her to get married.
- Her parents could consult Muna about her decision OR try to force her to be married.
- Muna's teacher suggests a scholarship.


 **NOTE:** *Have some index cards with actions prepared in the event that participants are not forthcoming and engage them by asking questions about potential obstacles and solutions.*

**Possible questions to guide the participants:**

- Where would Muna go to for help? (*friends, teachers, etc.*)
- How the religious leaders would support her?
- What services are available for Muna?
- How would Muna's family (mother, father, etc.) support her? etc.

**Cards to prepare in advance (contextualisation required):**

- Muna speaks to her parents about postponing marriage.
- Her family is upset, they cannot pay for Muna to stay in school.
- Muna enrolls in vocational training and can make income for her family.
- Muna's father beats her.
- Muna's potential mother-in-law becomes involved and shames her.
- Muna's family agrees for her to postpone marriage to remain in school but then she doesn't pass the exam.

 **ASK:** What we, as community members, can do to help Muna in her situation to delay the marriage?


 **DO:** Write the aspects on a third colour of index cards to place on the timeline.

**Possible responses could include the following:**

- Lead community dialogue on CEFM and its consequences.
- Stop facilitating marriage ceremonies in which one individual is underage.
- Speak to the families about benefits of educating daughters.
- Encourage gender-equitable attitudes in your community.
- Identify influential people in the community who can help influence Muna's family.

 **ASK** participants the following questions to guide them to reflect on the exercise:

- ① What happens over the course of Muna's life related to marriage?
- ① What were the factors inside her, in her family and in the community, which enhanced or inhibited the most positive outcomes?
- ① How might we intervene through our work?


 **SUMMARISE** the following key points:




- Change involves learning, critical thinking, reflection of risks for changing behaviours (for example to avoid suffering the negative consequences for an action taken), and community validation of new action or behaviour.
- Change often involves moving back and forth, toward and away from personal aspiration of self.
- In our work, we support people and communities that are in different stages of that change process.

**CONCLUDE** the session by asking the participants to start discussing the causes and consequences of child marriages with their family, neighbours and community.





## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## MEETING 20 ALTERNATIVES TO CHILD MARRIAGE

### MATERIALS AND PREPARATION




Prepare the story beforehand by changing the names and details to fit with the context. If the group is literate, print copies of the story for each participant. Gather 15 paper circles.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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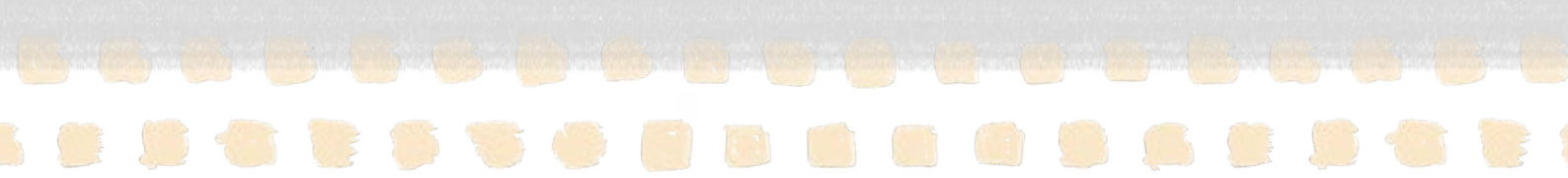
## EXPLORING ALTERNATIVES TO CHILD MARRIAGE FOR ADOLESCENT GIRLS (1 HOUR AND 10 MINUTES)

- Tell participants that we are going to hear a different kind of story this week. This is the story of Amira.
- Read the story aloud to the group, explaining that the story of Amira is about a girl who lives free from child marriage. If participants are literate, you can distribute copies of the story for them to read along.

 **Requires CONTEXTUALISATION** (names and details can be adapted to the context)

### AMIRA'S STORY

*Amira is 18-years old. Just this past year she graduated from secondary school – a dream that she fought hard to achieve. Amira is the first girl in her family to finish high school. She has been accepted to university with a scholarship. Amira will start university next year, to study medicine. Until next year, Amira is focused on saving money for university. She will do so by helping her mother at the market – using skills she learned in her afterschool girls club which she has shared with her mother. Amira has used the support of her close friends from her girls' club to map out her plan for university and her savings for the next year. At first she was discouraged about the cost of university, even with a scholarship. But her peers helped her to use her skills to help increase her family's income. They also encouraged her to plan with her family about what part of her earnings would help the family and what part would be saved for university. Amira and her friends practiced what she would say, and how she could explain the long-term benefits of attending university for both herself and her family. Amira, her peers, and her parents are all proud of her plans!*



An earlier, serious bump in her path Amira's path up until now had its hard moments. Three years ago, when she was just 15, she almost left school. She had started to miss an increasing number of days at school. That year due to the conflict her family had been displaced to another region in the country, and her father had lost his job. Amira was staying home to help her mother to take care of her younger siblings while her mother went out to work and get money for the family. At the same time, her mother and father started to talk about looking for a husband for Amira. They had married her older sister Esther when she was 15 and had been relieved to no longer pay school fees; they had also received a bride price.

When plans for her marriage at age 15 were raised, Amira started to panic. She had a clear goal to finish high school and wanted to be a doctor. She knew this would be almost impossible to achieve if she married. She was also concerned for her health and safety. She had seen the experience of her older sister Esther who was married at 15; and she had also learned about child marriage in her girls' club. Yet, she knew her family was in crisis.

Amira identified two people she knew and trusted to try to help her: her sister Esther and her teacher, who is the leader of the girls' club in her village. When Esther learned of these marriage plans, Esther reached out to her parents, community leaders and a local authority to advocate against it. Now 20 years old, Esther had a healthy new-born child (after having lost an infant in its first month of its life, and nearly lost her own life, when she gave birth at 16). Amira's girls' club leader mobilised a group of allied parents who had learned of the benefits of education to a girl's and family's future; parents from this club met with Amira's parents. Finally, Amira's family learned of an emergency fund established by the local village council to pay girls' school fees. At first Amira's parents were very angry with her for mentioning their family situation to anyone – and implying that she knew better than they what was best for her and her family; one of her older uncles also made fun of her father, saying her father now relied on a little girl to manage his home. But Amira's parents welcomed the new information and support from others – support that matched many of their own hopes for themselves and their children. Amira returned to school – and continued to be able to study as well as learn practical life skills with other girls in her club. At age 18, Amira is not ready to get married yet because she wants to pursue her dream of becoming a doctor. She knows that as a doctor, she will be able to help her family financially and her community, through caring for sick people.

**📌 OPTIONAL** But she does have a special friend who is a boy from the next village. She enjoys spending time with him and talking together about her hopes for the future. He will start university this year and plans to train as a teacher in agriculture. He's excited about Amira's plans to attend university and become a doctor. He sees her dreams and plans for her life as one of her most attractive qualities – and has said that he hopes at some point in the future her plans might include him. But he understands that her first priority now is focusing on her studies and saving to be able to start university.

 **DO:**

- ✔ After you finish reading the story, discuss the following questions, leaving time in between for discussion of each.
  - ? What do you think about Amira's story?
  - ? What are the key things that happened in Amira's story?
  - ? How did Amira feel? How did other people feel?
  - ? What are some of the supports that helped Amira?
  - ? How does Amira's story relate to experiences in our community?
  - ? What is similar? What is different?



**EXPLAIN** that we can think of Amira's story in terms of "key stepping stones" that supported her path to making her own decision about marriage and to fulfilling her own hopes and dreams about the future. Explain that a stepping stone can be any of the supports: It can be external like the ability to stay in school, or something more like a girls' internal confidence and knowledge to communicate openly with her parents. It can also be a resource in a girls' community, like a girls' club or a supportive community leader.

 **DO:**

- ✔ Divide the group into three and give them a set of five paper circles.
- ✔ Give each group 15 minutes to think about Amira's story and to think about what girls need in their own communities, and to identify five key supports or "stepping stones" for their path to achieving their desired future. Once the group identifies the 5 stepping stones, ask them to level each circle and arrange them in the group to represent the stepping stones of her path.



**NOTE:** *Support the group in identifying all the supports that Amira had, including: her own strengths, safe spaces and solidarity with peers, supportive relationships with others, access to educational and financial skills, and broader community mobilisation.*




**DO:** When everyone is finished, ask each group to present their five stepping stones. Come back to the group and facilitate a discussion:




- ? Do we have all these stepping stones for adolescent girls in our community?
- ? What can we do to make these stepping stones more accessible for adolescent girls in our community?





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## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.





## WEEK 11 BELIEFS AND NORMS ABOUT CHILD, EARLY AND FORCED MARRIAGE<sup>13</sup>

### → PURPOSE

Explore community and personal beliefs about child marriage and discuss how these beliefs contribute to or prevent child marriage.



### CONTENT

- **Meeting 21:** Personal beliefs about child marriage (90 minutes)
- **Meeting 22:** Countering community beliefs about child marriage (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Reflect on beliefs and attitudes around participation of adolescent girls in decisions about their marriage.
- Consider the current situation for married girls in our community.
- Bring beliefs and norms that support child marriage into the open.
- Consider and articulate norms that protect girls from child marriage.
- Consider whether there are any beliefs and norms that support child marriage that the group may hold but be ready to change.



### TERMINOLOGY

- Refer to local definitions for terms such as beliefs and norms.

<sup>13</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 60-64 and Plan International (2016) *Living Free from Child Marriage*. In *Girls Champions of Change: Curriculum for Gender Equality and Girls Rights*. Woking, UK: Plan International, [https://www.alignplatform.org/sites/default/files/2018-09/9-GCOE\\_LCM\\_Module\\_FA.pdf](https://www.alignplatform.org/sites/default/files/2018-09/9-GCOE_LCM_Module_FA.pdf), p. 50-53

## **MEETING 21** SHARING PERSONAL BELIEFS ABOUT CHILD MARRIAGE

### **MATERIALS AND PREPARATION**

One set of cards representing the following positions:

- I believe this.
- I do not believe this but am not ready to say so outside the group.
- I do not believe this and am ready to take action.

For the activity on community norms, review the list of community norms provided here and adapt it to fit the context, based on the baseline study. Pick up to 5 statements, not more. If possible, choose questions that have an unexpected response or that reveal that people's personal beliefs are different from the norm, so that you can challenge common perceptions about a norm that may not be as widely held as people believe. These will be a good starting point when it comes to discussing change in the community.

### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**

#### **DO:**

- ✓ Welcome everyone and thank them for making the time to attend.
- ✓ Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

- ② How are you feeling about being part of the group?
- ② Are there any new concerns that have come up for you since our last meeting?
- ② What kinds of responses have you been getting from others about your involvement in the group?

☑ **DO:**

- ☑ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ☑ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



**REVIEW OF PREVIOUS MEETING  
(5 MINUTES)**

🗨️ **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**



**SHARING OUR PERSONAL BELIEFS ABOUT CHILD MARRIAGE  
(1 HOUR AND 10 MINUTES)**

☑ **DO:**

- ☑ Tell participants that you are going to learn about and discuss some of the beliefs in the community about child, early and forced marriage. Explain to participants that you are going to call out some statements and they should move to the sign that matches how they feel about the statement. They can choose between, “I believe this/ I do not believe this, but I am not ready to say so outside the group /I do not believe this, and I am ready to take action”.
- ☑ Choose 5 statements that are the most relevant to norms in your context. Read each statement and between each facilitate a discussion, each time asking a few volunteers to explain why they are standing where they are.
  - Ask people standing near the ‘I do not believe this but am not ready to say so outside the group’ card what would need to happen before they felt able to share their opinion with others.
  - Ask people standing on the ‘I do not believe this and am ready to take action’ card what kind of action they could take.


### **Statements:**

- A girl of any age can give consent for her marriage.
- Friendship between an adolescent boy and girl should be avoided as neighbours will gossip.
- Women are better parents than men.
- A girl's honour should be protected at all costs, even if it means marriage against her will.
- A girl is ready for marriage when she has begun menstruation.
- If the family has limited resources, male children should be prioritised for schooling.
- To marry well, girls must learn how to do housework.
- A woman is incomplete if she does not have children.
- If a girl is not married by 20, then she is probably not a good girl for marriage.
- It is not the job of fathers to talk to their daughters about menstruation and puberty.
- Love is not the most important ingredient in a happy marriage.
- If one does not get married, they are not normal.
- A man should have the final word about decisions in his home, including when his daughter marries and to whom.

### **ASK:**

After you finish reading the five statements, facilitate a discussion with the group:

- ① How did it feel to share your beliefs with other people?
- ① Did anything surprise you about other people's beliefs – for example, did you assume that everyone had the same beliefs?
- ① Did seeing what other people believe affect your own opinion?
- ① What was it like to be with others who share the same beliefs?
- ① What was it like to have different beliefs from others?
- ① What can we learn from this?
- ① Has your belief changed since you started this group?
- ① If yes, what has caused it to change?
- ① What do you think most men in the community believe about these statements?
- ① What do you think most women in the community believe about these statements.

- 
- ② Which of these beliefs might contribute to child marriage? How?
  - ② Which of these beliefs might protect girls from child marriage? How?
  - ② Where do these beliefs come from?
  - ② Why might people not feel able to share different beliefs with others in the community?
  - ② What would happen if someone went against what the majority of the community believes? Would there be sanctions against that person? Are there already people who are going against the majority beliefs about child marriage?
  - ② Do you think there are others in the community who hold different opinions but are not willing to speak up?
  - ② What could we do to help people feel confident enough to speak up and to take action?

**DO:** Finish the activity by explaining that sometimes we assume that everyone in the community shares a particular belief when this is not the case. If many people in the community do not agree with something, such as marrying girls under 18, we can reach out to those people and together make real changes in our community to reduce acceptance of child marriage. Sometimes people just need to know that enough other people share their beliefs to feel motivated to speak out. Make the point that beliefs and attitudes can and do change. What others think can be a powerful influence on our own beliefs and changing beliefs in the community is an important step in changing behaviours.

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## REFLECTION AND CLOSING (10 MINUTES)

**ASK** group members to quietly reflect on the following questions for a few minutes:

- ② Did I learn new information today? What?
- ② Did I learn new skills or ideas? What?
- ② Will I take action in my own life in response to what I learned? How?

**DO:**

- ② Encourage a few people to share their reflections.
- ② Thank people for their participation and close the group.

## **MEETING 22** COUNTERING COMMUNITY BELIEFS ABOUT CHILD MARRIAGE



### **MATERIALS AND PREPARATION**

Prepare 4 flipcharts and hang them around the room with pre-selected statements/myths about child marriage.






### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### **DO:**

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### **DO:**

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)

 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## COMMUNITY BELIEFS (1 HOUR AND 10 MINUTES)

 **DO:**

- ✔ Explain to participants that in the previous week, we discussed about common beliefs in the community and how many of them are myths.
- ✔ Next, point out to participants the 4 flipcharts hanging around the room with pre-selected statements. Divide the participants into 4 groups, and each group will have ten minutes to work on one of the statements. Ask them to discuss whether they have heard this idea in the community and why it is false. They can record their main ideas on the flipchart and prepare to present their myth and why it is false to the larger group.
- ✔ Visit each group and support the participants to explore how to counter these beliefs by encouraging them to:
  - Use what they know about the harmful effects of child marriage based on what they learned in previous weeks
  - Use what they have witnessed in their own community
  - Apply their knowledge of other rights learned in previous weeks
- ✔ After a few minutes for each group's presentation, ask the larger group to contribute any additional points. Ask the group if some statements were easier to discuss than others? Why or why not?

- ✓ Next, ask participants to go back to their flipcharts and rotate to the next flipchart, so that each group is standing in front of a different statement. Ask groups to discuss the following points:
  - Can you see yourself speaking up about these beliefs to people in your life? Who would you feel comfortable speaking to? When and how?
  - How could you work with other community members to speak up about these issues? Whom would you like to reach with your message? How could you do this?
  - Do you think something bad could happen to you if you spoke up, either individually or as part of a group? What can you do to avoid harm?
- ✓ After ten minutes, ask the groups to share their work.
- ✓ If there is additional time left in the session, ask participants to get into pairs and practice through role-play delivering one of the messages to another community member of their choice. For example, a teacher could tell parents of an adolescent girl that he thinks their daughter is doing well in school and she has the potential to get a good job after she graduated, contributing to the family's economic resources. Therefore, the family should not marry her now, as they may benefit from a short-term economic gain but there is more potential for economic security in the long-term if their daughter finishes school.

ⓘ *Requires CONTEXTUALISATION (Update with locally relevant myths, add and review these together with your technical advisors/specialists before usage)*

Myth	Reality
Early marriage will increase a young girl's safety.	Being forced into a marriage, especially if the husband is older, puts girls in a relationship with an unequal distribution of power and puts girls at risk of domestic violence. Girls married before 18 are more likely to report being beaten by their husbands and forced to have sex than girls who marry later.
Early marriage will provide a girl with economic security.	Child marriage destroys a girls' ability to provide for themselves and their family with economic security. Combined with the end of their education, child marriage limits girls' access to the skills needed to earn income for themselves, and to make the decisions she would need to generate resources.



Early marriage will enhance a family's economic well-being and status.

In many communities where families receive money or goods when they marry their daughter, the money they are expected to spend in the ceremony and in setting up a household for their daughter is greater than what they receive. Also, when girls are married early it is almost always their husband or their in-laws that decide how any income that a girl may make is spent, and it seldom will go to her family of origin.

A girl's education wastes a family's economic resources.

Girls who remain in school are more likely to avoid child marriage and to have the capacity to contribute to their own economic security and to her family's economic resources. One additional year of secondary schooling alone boosts girls' earning potential by 15-25 per cent.

When girls show signs of puberty, it is dangerous for them to be unmarried.

Visible signs of puberty do not mean that a girl is ready for sex. However, when girls are married early, they are likely to feel, and in many cases are, powerless to refuse sex. They are likely to find it difficult to insist on condom use by their husbands, who commonly are older and more sexually experienced, making the girls especially vulnerable to HIV, and unsafe and unwanted pregnancy. Therefore, a child marriage also exposes girls to sexual abuse, and is a violation to their right to their own healthy sexuality with full access to information and health services.

A girl who is already married should not continue her education.


Girls who are married should have access to the same rights and services as unmarried girls. Often child marriage ends a girls' education early, but it does not have to. Married girls can attend regularly classes and programmes should be developed to help reduce stigma that they might face. If a married girl has children, she may need extra support to continue her education or may require access to nonformal or informal education.




Write in







## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## WEEK 12 EXPLORING NORMS THAT DRIVE CHILD MARRIAGE (OPTIONAL)<sup>14</sup>

### → PURPOSE

Explore specific norms that drive the practice of child, early and forced marriage in more depth and identify strategies to challenge these norms.



### CONTENT

- **Meeting 23:** Dowry and Bride Price (90 minutes)
- **Meeting 24:** Honour/reputation and Sexuality (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Discuss the reasons behind dowry/bride price.
- Explore negative consequences of dowry/bride price on girls, boys, family and society.
- Make commitments to challenge the dowry/bride price norms.
- Gain insight about the concept of honour and sexuality in society, and the impact of these practices especially on adolescent girls.




### TERMINOLOGY


- Refer to local definitions for terms such as dowry and bride price; honour, dishonour, virginity, shame.

<sup>14</sup> Adapted from CARE USA. "Facilitator's Manual for Intergroup Dialogue: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caringpoint.org/wp-content/uploads/2020/03/FM\\_Intergroup\\_Dialogue\\_Manual\\_with-citation.pdf](https://caringpoint.org/wp-content/uploads/2020/03/FM_Intergroup_Dialogue_Manual_with-citation.pdf), p 27- 29 and Adapted from CARE USA. "Facilitator's Manual for Religious Leaders: CARE's Tipping Point Phase 2." Cooperative for Assistance and Relief Everywhere, Inc., 2019, [https://caringpoint.org/wp-content/uploads/2020/08/FM\\_Religious\\_Leaders\\_Group\\_14Aug2020.pdf](https://caringpoint.org/wp-content/uploads/2020/08/FM_Religious_Leaders_Group_14Aug2020.pdf), p 75- 77.





## MEETING 23 DOWRY AND BRIDE PRICE

 **NOTE:** *These sessions are optional and should be implemented if the norm is present in the community as determined by the formative research or baseline study, and knowledge of the local context. Select the practice that is present in the community (dowry or bride price). Dowry is money transferred from the bride's family to the groom or his family; bride price or bride wealth is money transferred from the groom's family to the bride's family.*






### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### **DO:**

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### **DO:**

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)


 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## EXPLORING DOWRY/BRIDE PRICE IN OUR TRADITION (1 HOUR AND 10 MINUTES)

 **EXPLAIN** to participants that in addition to poverty, specific transaction costs of child marriage (such as bride price and dowry) also drive child marriage. Recent research shows that the costs of child marriage have increased substantially. The potential financial gain (for example through bride price) or cost (through dowry) effect the age that families want to marry girls. Especially in situations of conflict, displacement and disaster, financial concerns of families can be worsened leading to an increase in child marriage as a coping strategy to economic shocks.

 **DO:**

- ✓ Split the participants into 4 groups. Give them 10 minutes to talk within the group and share their thoughts based on the below questions:
  - ⊗ How is dowry/bride price practiced in the community today?
  - ⊗ Is the practice of dowry/bride price different now than it was when you were growing up? Has it been affected at all by the conflict/displacement/emergency?
  - ⊗ Who benefits when the dowry is paid? Is it fair? Do you feel it is fair?
  - ⊗ What do you think the impact of dowry/bride price is on the age a family wants to marry a girl?
  - ⊗ What do you think are some of the consequences of dowry/bride price on a girl, her family and the community?


**⚠ NOTE:** *In some communities, with an increase in age or education the price of dowry/bride price may increase. Therefore, families who have little income may choose to marry their female children early especially in cultures where girls are seen as a financial burden as well as the bearers of the family's honour. Research has shown that sometimes crises can lead to an increase in poverty, encouraging families to marry their daughters to ease the financial burden on the household. On the other hand, crises that lead to economic challenges in the household may also cause families to be unable to pay for dowry/bride price which could delay marriages. Some research also shows that dowry/bride price leads to an increase in violence against girls/women because a payment has been made for the girl/woman and with this financial transaction comes an expectation for her to be obedient and conform to the role that is expected of her.*




**☑ DO:**

- ☑ Discuss with the larger group the responses to the questions in the group discussions.
- ☑ Next, ask the participants if there was a positive story where dowry/bride price was not taken or given. What inspired the families not to give or take dowry/bride price? How did the community react to this? What do you think about such an example?
- ☑ Ask participants to think about the stories that they know from their community that involve dowry/bride price. Ask what 'would you do if someone demanded dowry/bride price for your son/daughter? Is there any way to refuse? How?'
- ☑ Ask the group what would happen if a family decided not to pay dowry or bride price? What would be the reaction of the community? What would be the consequences on the family?
- ☑ Ask participants how they can convince members in the community to stop the practice of dowry/bride price? What arguments can they use?
- ☑ Ask participants to reflect if instead of just one family refusing to pay dowry/bride price, the whole village decided not to pay. What would happen then? Do you think this would be possible? What would we have to do to get there? Can they plan a collective action / campaign around challenging dowry/bride price practices, slogans, rallies, street dramas or any other innovative ideas they have?





## REFLECTION AND CLOSING (10 MINUTES)


 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.

## MEETING 24 HONOUR/REPUTATION AND SEXUALITY



 **NOTE:** *This session should be implemented if the norm is present. The meeting will talk about issues which may be embarrassing or sensitive to many participants. Many real-life stories may be recounted. Ask the participants to remember that this is a safe space. The specifics of what will be discussed here, e.g. names of persons, events that happened, characters in the stories, told need to be strictly confidential. They should not be revealed outside this room. But the learnings from the discussion can be discussed outside the room. The discussion may also bring up cases of honour killing or elopement in the families of those present. The atmosphere may become emotionally charged if this happens. Take a break and play a small game or ice-breaker to lighten the atmosphere. Allow individual participants to take a break and then join the discussions after a break. The facilitator must keep the focus on how social norms linked to honour, chastity and virginity must change and the role of influential community members in actively changing damaging social norms and giving rise to social norms which empower girls.*

### MATERIALS AND PREPARATION




Flipchart paper and pens or markers.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)

#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?



☑ **DO:**

- ☑ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ☑ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



**REVIEW OF PREVIOUS MEETING  
(5 MINUTES)**

🗨️ **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**



**HONOUR AND SEXUALITY IN OUR CULTURE  
(1 HOUR AND 10 MINUTES)**

☑ **DO:** Divide the participants into groups of four. Ask them to discuss the following questions. If the group is made up of both men and women, separate the groups by sex. Give the group 15 minutes to discuss. Two volunteers from each group will make a presentation for 3 to 4 minutes for each group. The facilitator will write down the main points coming out of the discussion.

🗨️ **ASK:**

- ❓ What does honour mean for a young girl/woman, as you understand it?
- ❓ What does honour mean for a young boy/man, as you understand it?
- ❓ How would you explain the difference/similarities?
- ❓ Why do you think women and girls carry the honour of the family?

 **DO:**

- ✓ Ask the participants to go back to their groups.
- ✓ Now ask them to tell stories about morals and sexuality to each other of when they were young and when their parents were young. Ask them to recount from what they have heard and seen or been told about. Give them 20 minutes to discuss the following questions:
  - ? What happened to a girl that had sex with a boy or boys before marriage? Were there any rumours about her?
  - ? What happened to a girl if she got pregnant before marriage, were there any sanctions?
  - ? In case of sanctions, what were the sanctions?
  - ? Was there any way out of such situations for the girl?
  - ? Is the community perception of such sexual transgressions influenced by religion?
  - ? Ask the participants if the same morals and sexual codes still prevail. What has changed in the interim?
  - ? Ask the participants if the same codes prevail for men? A few generations back and now?
  - ? Is there any connection of these codes on morality and sexuality with child marriage?
- ✓ After the group exercise is ready, ask the participants to report about the following:
  - The situations they discussed
  - What sanctions or way out were found in the stories
- ✓ Write it down on the flip-chart. During discussion various local words for 'honour', 'virginity', 'shame', 'dishonour' are likely to be used. The facilitator should write these on a separate flip-chart to draw attention to them during discussion or to clarify concepts in the group.

 If it has not figured clearly in the discussion, **ASK:**

- ? What is the importance of virginity in your culture? In your religion?
- ? How is a girls' behaviour related to a family's 'honour'?
- ? Are virginity and honour connected?
- ? Is there a mechanism by which the society enforces virginity before marriage?
- ? Are these moral norms such as the importance of virginity the same today as it was a few generations ago?
- ? Is the importance of virginity and honour the same for boys and girls. Why or why not?
- ? How are virginity and honour connected to child marriage?

**⚠ NOTE:** Make visible to the participants that in our culture we have concepts of honour and virginity. Highlight that some or a majority of them (depending on what comes out of the discussion) still persist. Draw out the linkages between honour, virginity and child marriages. These concepts could also be connected to 'honour killing' or 'elopement by couples' for fear of harassment by the community if these things have happened or are happening in the community. Draw out the ill-effects of such concepts on the lives of young people, both girls and boys, but especially girls. Ill-effects include:

- Persistence of child marriages.
- Enforcing marriages within community, within religion, which further entrenches believes in honour of a family and honour of a community.
- Policing of young girls' sexuality. E.g. calling for marriage proposals as soon as she begins menstruating or looks older, controlling the clothes she wears, stopping her from going to school or playing outdoors, disallowing friendship with boys.
- Sex education is discouraged, fearing that it will lead to early sexual life of young people.
- 'Elopement by couples' for fear of harassment by the community and honour killing.

**☑ DO:** Continue the discussion in the larger group and ask the participants how the society, families and young people can move away from the concept of virginity, and a narrow and rigid definition of honour. What part can we play?

#### **Some constructive responses can be:**

- Recognise that there is more harm to girls and young people due to enforcement of honour, virginity and child marriage as compared to benefits. In fact, there are no benefits at all.
- Making our communities safer from sexual harassment and sexual violence is more important than policing virginity and sexuality of girls and young people.
- Educating girls, allowing them to reach their full potential, realise their ambitions and have an independent income is more rewarding for young people, their families and community as a whole.


- ☑ Discuss the above with adolescents, young people and community and bring awareness on the ill-effects of this practice. Advocate with community to stop these practices.




**CONCLUDE** by telling participants that enforcement of a narrow concept of honour and virginity can be very damaging for the health and lives of young people, especially girls. Recognising these ill-effects will enable us to move beyond these concepts.





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## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



**PHASE 3**  
ACTION/DIFFUSION



## WEEK 13 RULES FOR BEHAVIOUR<sup>15</sup>

### → PURPOSE

Identify and affirm positive rules for behaviour in the community that promote healthy, safe and peaceful lives for adolescent girls.



### CONTENT

- **Meeting 25:** Affirming positive rules (90 minutes)
- **Meeting 26:** Building on positive rules (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Identify positive beliefs and behaviours that support alternatives to child, early and forced marriage for adolescent girls.
- Analyse harmful norms and discover positive norms we could adopt to replace harmful ones.
- Role play different norms that would reduce child marriage.



### TERMINOLOGY

- Refer to local definitions for terms such as positive and harmful norms and beliefs; human dignity, fairness or non-discrimination.

<sup>15</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 65-69.

## MEETING 25 AFFIRMING POSITIVE RULES

### NOTE:

- *Think about how you can make sure that norms that hold women and girls responsible for sexual violence or that limit women's and girl's freedom of movement or contribute to their disempowerment are not reinforced during the discussion. You might want to refer back to discussions about human dignity and human needs if this happens.*
- *This week's discussion and activities are continued in week 14; however, if you feel more time is needed, be prepared to adjust accordingly.*

### MATERIALS AND PREPARATION

You will need to identify harmful norms that contribute to child marriage in your community. Choose norms reported in the baseline research that best suit the group.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)

#### DO:

- ✓ Welcome everyone and thank them for making the time to attend.
- ✓ Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

- ② How are you feeling about being part of the group?
- ② Are there any new concerns that have come up for you since our last meeting?
- ② What kinds of responses have you been getting from others about your involvement in the group?

☑ **DO:**

- ☑ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ☑ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.

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**REVIEW OF PREVIOUS MEETING  
(5 MINUTES)**

🗨️ **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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**RULES FOR PROTECTION  
(1 HOUR AND 10 MINUTES)**

☑ **DO:** Ask participants to think back on earlier discussions about rules and the reasons for them. Tell them you will be thinking about rules that are positive and protective and that help to support alternatives to marriage for adolescent girls.

⚠️ **NOTE:** Give examples of positive protective rules, such as - parents should care for and protect their children from harm by knowing where they are and who they are with. Give examples of other positive rules that protect girls; make sure the examples you give do not put the responsibility on girls for staying safe or avoiding marriage.



☑ **DO:**

- ☑ Divide participants into four groups.
- ☑ Ask two groups to identify family rules and expectations.
- ☑ Ask the other two groups to identify community rules and expectations, that serve the following purposes:
  - Promote alternative to marriage for girls.
  - Protect girls from child marriage.
- ☑ After 30 minutes, bring the groups back together and invite each group to present its list of rules.
- ☑ Invite other participants to comment on the list, add their ideas and challenge rules that they do not think promote human dignity, fairness or non-discrimination. **For example**, if participants offer a rule saying 'girls after a certain age should not go out alone to protect them from boys, question that rule and ask the group to decide whether it is a positive rule or not.

⚠ **NOTE:** *If there are many positive and protective rules in the community or the topic is generating a lot of discussion, continue this discussion at the next meeting.*

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### **REFLECTION AND CLOSING (10 MINUTES)**

🗨 **ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?

☑ **DO:**

- ☑ Encourage a few people to share their reflections.
- ☑ Thank people for their participation and close the group.





## **MEETING 26** BUILDING ON POSITIVE RULES




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### **OPENING AND SAFETY CHECK-IN (5 MINUTES)**



#### **DO:**

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### **ASK:**

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

#### **DO:**

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## **RULES FOR PROTECTION, CONTINUED (40 MINUTES)**

☑ **DO:** Review the lists of positive rules discussed in meeting 25. Ask the groups to continue presenting their rules and ask other participants to continue commenting on them.

⚠ **NOTE:** *Make a list together of the positive rules that promote alternatives to child marriage for girls and reduce the acceptability of child marriage in the community. Be sure that participants know that you are summarising rules that they have brought up in discussions.*

**CONCLUDE** by telling them that these are the rules that you will build on to create a more child-marriage free community.

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## **ROLE PLAYING A DIFFERENT REALITY (30 MINUTES)**

🗣 **EXPLAIN** that particular beliefs and behavioural rules contribute to child marriage. These include rules that give different roles to girls and boys that lead to girls being less respected, rules that encourage men to marry girls under 18, rules that prevent us from speaking out and taking action to stop child marriage, and rules that blame victims rather than perpetrators.


🗣 **SAY:** We are going to explore how things could be different if these beliefs and rules changed. But before we begin, please first quietly think back for a few minutes on the ideal community you've imagined in meeting 3.



☑ **DO:**

- ☑ Ask participants to form groups of four people and give each group a different statement representing a harmful norm.
- ☑ Ask each group to develop two short skits/dramas:
  - The first should show the norm in everyday life and the impact that it has on the feelings and dignity of the people involved.
  - The second should show how people would behave if the norm were reversed.

**For example**, if the norm stigmatises and ostracises a girl who is pregnant before marriage, the first drama would show a girl being treated badly, rejected and discriminated against, and the second drama should show the same person being supported, accepted and cared for.

- ☑ When the time is up, tell participants that they will share the dramas at the next meeting.
- 

### **REFLECTION AND CLOSING (10 MINUTES)**

🗨️ **ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?

☑ **DO:**

- ☑ Encourage a few people to share their reflections.
- ☑ Thank people for their participation and close the group.



## WEEK 14 CHANGE<sup>16</sup>

### → PURPOSE

Explore ideas and experiences for social norm change, and articulate a shared positive belief and commitment to change.



### CONTENT

- **Meeting 27:** Ideas for new rules (90 minutes)
- **Meeting 28:** What can we do? (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Consider how community members acting together can change social norms to reduce child marriage and empower girls.
- Develop a positive shared belief and commitment to preventing child marriage.




### TERMINOLOGY

- Refer to local definitions for social norms; empowerment; commitment.

<sup>16</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 70-74.



## MEETING 27 IDEAS FOR NEW RULES

 **NOTE:** Consider bringing groups together to help inspire each other at this point. For example, if male and female leaders are in separate groups and would like to work together, you should facilitate this.



### MATERIALS AND PREPARATION

Develop one or two examples of a positive belief or norm, based on the group membership and on what group members expressed during meeting 26.






### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.




## ROLE PLAYING A DIFFERENT REALITY, CONTINUED (1 HOUR AND 10 MINUTES)

- ✓ **DO:** Allow participants 10 minutes to practice the two dramas they developed in the previous meeting, and then invite each group to perform the dramas, the first showing the impact of a norm that supports child marriage and the second showing how people would behave if the norm were reversed.

After each group's performances, **ASK:**

- ? Ask each character what he or she feels and thinks.
- ? Ask all participants if they can imagine this situation.
- ? Ask all participants what people would need to do to change from the first to the second scenario in real life.
- ? Ask people if they could introduce one new rule into the community, what it would be.

**CONCLUDE** the activity by explaining that people working together have the power to transform family and community rules to create a healthier, safer and more peaceful community for adolescent girls.



## REFLECTION AND CLOSING (10 MINUTES)

- ? **ASK** group members to quietly reflect on the following questions for a few minutes:

- ? Did I learn new information today? What?
- ? Did I learn new skills or ideas? What?
- ? Will I take action in my own life in response to what I learned? How?

- ✓ **DO:**



- ✓ Encourage a few people to share their reflections.
- ✓ Thank people for their participation and close the group.

## MEETING 28 WHAT CAN WE DO?




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### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:


-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.

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### REVIEW OF PREVIOUS MEETING (5 MINUTES)

-  **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**





## BRAINSTORMING WHAT WE CAN DO (1 HOUR AND 10 MINUTES)

- ✓ **DO:** Ask participants to share an example of positive change in their community. Ask them to think back to their parents' or grandparents' time and to think of something that has brought positive changes to the community since then.
  
- 🗣️ When someone shares an example, **ASK** everyone:
  - ❓ How did the positive change come about? What sparked the change?
  - ❓ How was power used to make the change?
  - ❓ What can we learn from this?
  
- 🗣️ **EXPLAIN** that change is possible and happens in communities all over the world every day. People can stop child marriage by using their power to change the rules and expectations about how people should behave towards each other.
  
- ✓ **DO:** Ask participants if based on everything you have learned and discussed together, they wish to make changes to prevent child marriage in the community. If people are uncertain, have a discussion about why and what the obstacles are.
  
- 🗣️ **SAY:** Your journey as a group, meeting every week, will come to an end soon and you need to decide how you will use what you have learned and discussed to finish your journey, at the end of which lies a healthier, safer and more peaceful community. First part of the journey has concentrated on reflecting on your lives and those of others in the community, learning from each other about how you see the world, and thinking about alternative ways of understanding. The next part of your journey involves taking your ideas and conclusions out of the meeting and using them to take action to make the community safer and fairer for everyone.
  
- ✓ **DO:** Tell participants that their task today is to start to draw the map that will guide the next stage of the journey. Explain that there are many paths toward the end, and they need to decide which path they will take.
  
- 🗣️ **SAY:** The first task is to agree on a shared belief you hold as a group. In the same way that some shared beliefs can promote disrespect and child marriage, that together you are going to select a shared belief that promotes alternatives to child marriage and empowerment for adolescent girls.

**Suggest an example** or two of shared beliefs relevant to the group based on what participants have expressed during discussions and activities.

- As leaders in this community, we believe child marriage is harmful to girls, their families and their communities and that protecting girls is everyone's responsibility.
- As community members, we believe that girls should be included in decisions that affect them, especially when and to whom they marry.
- As community members, we believe that men and boys should prefer not to marry girls who are still children.
- As community members, we believe that married girls should be able to continue their education and have access to healthcare.

☑ **DO:** Share examples that other groups in the community have come up with. Then ask participants to choose their own shared belief.

🗨️ Once the group has agreed on a shared belief, **ASK** the participants:

- What commitment you can make together to uphold the belief?

**Give an example**, but then ask the group to come up with its own statements. Possible examples include the following:

- As leaders in this community, we promise to speak out against child, early and forced marriage.
- As caregivers, we promise to share power in the household and include adolescent girls and boys in decisions that affect them, including about relationships and marriage.
- As men, we make a pledge to not marry girls as children and to be role models in our community and hold other men and boys accountable to this.


☑ **DO:** After you have shared an example, ask participants in small or large groups to come up with other ideas of a commitment they can make as a group.




⚠️ **NOTE:** *Once you have a few ideas, work to reach a consensus on a statement of shared belief and commitment. This may take some time, but it is very important that everyone agrees, so continue to facilitate the process until everyone feels satisfied. If it is not possible to reach agreement on a particular commitment, go back to the list the group generated and select another one for discussion.*

**CONCLUDE** the meeting by reviewing the statement of shared belief and commitment the group has made and congratulating everyone for this achievement.





## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## WEEK 15 MAKING AN ACTION PLAN<sup>17</sup>

### → PURPOSE

Develop a concrete plan for putting the group's commitments for change into action.



### CONTENT

- **Meeting 29:** Brainstorming actions (90 minutes)
- **Meeting 30:** Beginning to agree on actions (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Generate ideas about activities and actions we can take to turn our shared beliefs and commitments into real change in the community.
- Think about resources we will need, responsibilities for different actions, and time frames.

<sup>17</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 75-79.

## MEETING 29 BRAINSTORMING ACTIONS

### MATERIALS AND PREPARATION

- Set of blank index cards, pens and markers for writing
- Make copies of **Annex 7: Ideas for Action**, to distribute to the participants.

Based on the commitment made by participants in the last meeting, prepare an objective for the action plan you will be asking the group to develop. For example, if a men's group committed to non-violence and respectful relationships, their objective could be phrased as: *'We will promote equal treatment of adolescent girls and boys in our community.'* It should be clear that you are only restating an objective that participants have already agreed on.

You will need to present the activities generated by the group from meeting 29 in meeting 30 to help the group begin to prioritise actions they would like to take, so make sure you note them down during meeting 29.

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### OPENING AND SAFETY CHECK-IN (5 MINUTES)

#### DO:

- ✓ Welcome everyone and thank them for making the time to attend.
- ✓ Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

- ① How are you feeling about being part of the group?
- ① Are there any new concerns that have come up for you since our last meeting?
- ① What kinds of responses have you been getting from others about your involvement in the group?

☑ **DO:**

- ☑ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ☑ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



**REVIEW OF PREVIOUS MEETING  
(5 MINUTES)**

🗨️ **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:

**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**




**CHOOSING OBJECTIVES AND THINKING ABOUT STRATEGIES  
(1 HOUR)**


🗨️ **EXPLAIN** to participants that you are going to develop a plan to take your beliefs about and commitments to a healthier, safer and more peaceful community free from child marriage for girls and turn them into action.






☑ **DO:** Present the objective that you wrote based on the commitment participants made during the previous meeting and make sure participants are happy with the objective – if not, revise the objective with participants.


☑ **DO:**

- ☑ Divide participants into groups of four to six people and give each group a set of blank cards.
- ☑ Ask the groups to come up with as many actions as possible that they can take, and get others in the community involved in, to achieve this objective, and write or draw each action on a separate card. Tell them that there are no right or wrong answers and encourage them to be as creative as possible.






 **ASK** them the following guiding questions to help fill in the cards:


-  How can we reach people in positions of power and get them to join us? How can we use our own power to influence others?
-  How can we use the media to build awareness?
-  How can we reach out to different groups, such as women in the home, young men and young women?
-  What actions can we take as individuals in our own lives, including in our families?
-  What actions can we take together?




 **NOTE:** *If you think participants need more inspiration, you may wish to review different examples of actions on Annex 7: Ideas for Action at the end of this guide with the groups. Encourage them to continue discussing actions for 20 more minutes.*

 **DO:**



-  After 15 minutes, invite the groups to present their action cards to the group as a whole. If you have time, you should encourage people to be creative, for example by presenting one of their ideas as a role play or a song. Choose an activity based on how much time you have and what will work for your group.
  -  After all the action ideas have been shared, collect the cards.
- 

## **REFLECTION AND CLOSING (10 MINUTES)**

 **ASK** group members to quietly reflect on the following questions for a few minutes:

-  Did I learn new information today? What?
-  Did I learn new skills or ideas? What?
-  Will I take action in my own life in response to what I learned? How?

 **DO:**

-  Encourage a few people to share their reflections.
-  Thank people for their participation and close the group.



## MEETING 30 AGREEING ON ACTIONS

### MATERIALS AND PREPARATION




Gather pebbles, beans, or stickers for voting on the actions that should be prioritised in the action plan.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:





-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?

#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.




## REACHING CONSENSUS ON ACTION (1 HOUR AND 10 MINUTES)

-  **EXPLAIN** to participants that your task for this meeting is to continue to discuss and prioritise the actions you will take together.
-  **SAY:** If we are unable to finish our work and come up with a final plan today, then we might need to agree for additional meetings, where we might think of including and inviting other community members, including children and youth, to help finalise the plan. In any case we will need to agree on our plan, agree on what resources will be needed, who will be responsible for different actions and a timetable for completing them.
- DO:** Start by reviewing the different activities generated at the last meeting. Explain that the next step involves choosing the highest-priority actions to begin with. About 10 would be a good number – if there are too many on the list, it will seem unachievable.
-  **NOTE:** Use *Annex 8: Action Plan template*.
-  **SAY:** Any activities not chosen for this list can still be considered at a later time.
- DO:** Ask group members to discuss each activity; at the end of each discussion, hold a vote on whether that activity should be included on the list.

### **Possible voting methods include the following:**

- a show of hands;
- putting tick marks on flipcharts on which each activity is listed;
- pebbles or beans placed on top of a piece of paper with each activity listed.

-  **ASK** participants to consider the following when choosing activities.
- whether there are resources available inside and outside the community, and people or groups that can carry them out;
  - whether they are personally willing to contribute time to the activity;
  - how much impact the activity will have.

- ☑ **DO:** Continue to work through the action plan template, ensuring input from all participants.

**CONCLUDE** the meeting by reviewing the actions you have agreed on so far and telling participants that they might want to join a general community meeting where various community groups could share their plans. At that meeting the community members could decide if they want to join up their plans or leave each group to implement their plans as part of the coordinated actions within their community to address the issue of CEFM.



### **REFLECTION AND CLOSING (10 MINUTES)**

- 🗨️ **ASK** group members to quietly reflect on the following questions for a few minutes:

- ❓ Did I learn new information today? What?
- ❓ Did I learn new skills or ideas? What?
- ❓ Will I take action in my own life in response to what I learned? How?

- ☑ **DO:**

- ✔ Encourage a few people to share their reflections.
- ✔ Thank people for their participation and close the group.



## WEEK 16 COMMUNICATING OUR COMMITMENT TO OTHERS TO CREATE NEW COMMUNITY NORMS<sup>18</sup>

### ➔ PURPOSE

Plan ways to communicate that change is happening and to show commitment to new rules against child marriage.



### CONTENT

- **Meeting 31:** Reaching out to others (90 minutes)
- **Meeting 32:** Making a public commitment (90 minutes)



### SESSION AIMS

By the end of the session, participants will:

- Identify our social networks.
- See how we can communicate new ideas and beliefs opposing child marriage to others in our community through our networks.
- Plan how we will show our commitment to preventing child marriage publicly and reach more people with our message of change.



<sup>18</sup> Adapted from UNICEF, *Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities*: New York, 2014, p. 80-83.


## MEETING 31 REACHING OUT TO OTHERS

### MATERIALS AND PREPARATION

Paper, markers, pens for drawing



Before meeting 31, Draft an action plan that incorporates the decisions made at the last meeting using **Annex 8: Action Plan template** translated into local language.

Make copies for the participants of **Annex 9: Key messages on CEFM** for adaptation and use in implementation of action plans.




 **NOTE:** *At the end of the meeting consider discussing with the participants how they would want to organise the closing ceremony and celebrate the end of their community dialogues. Start necessary preparations for the final meeting.*

### OPENING AND SAFETY CHECK-IN (5 MINUTES)

#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?




☑ **DO:**

- ☑ Remind participants that they can approach you separately after the meeting to discuss any issues.
- ☑ Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.

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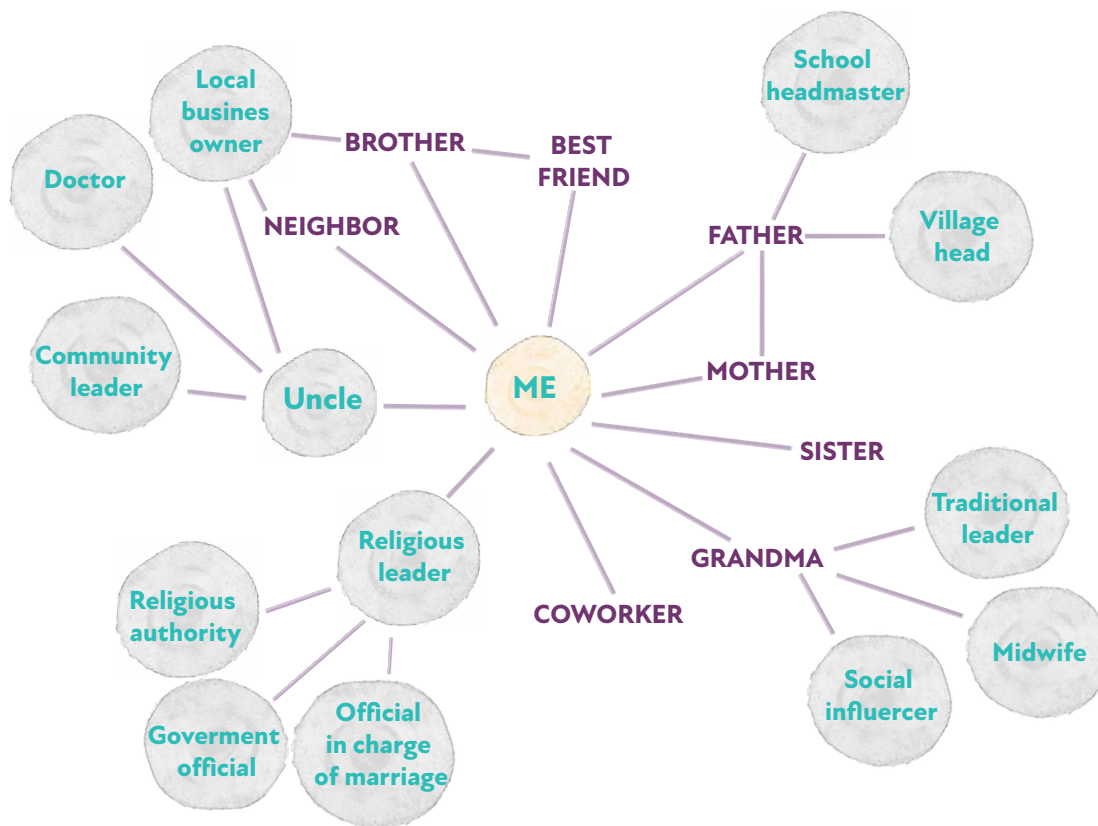
**REACHING OUT THROUGH OUR NETWORKS**  
**(1 HOUR 10 MINUTES)**

☑ **DO:** Share with participants a copy of the action plan that they developed. Discuss any comments participants might have.

 **SAY:** The next step in our process is to implement the action plan. We will need to plan carefully how we implement the actions by mapping out who we know and who we think has influence to help us implement the activities in the action plan.

☑ **DO:** Give each participant a piece of paper and pen. Ask participants to do the following:

- ☑ Draw a circle in the middle and draw yourself or write your name in it.
- ☑ Think of your family members, friends and the other important people in your personal life. Choose the 10 most important people and draw them or write their names outside the circle. Then draw lines between you and each of those people.
- ☑ Are any of those people connected to each other (other than through you)? If yes, draw a line connecting them.
- ☑ Now think of 10 people who are in your personal network who you do not think are very important (don't worry, we won't tell them). Draw them or write their names on the paper and draw lines connecting them to you.
- ☑ Now, think about who those people are connected to other than you and draw lines connecting them.
- ☑ Next, look at your first, most important group. Choose one or two of them and draw people who they know, but you do not really know (for example, family members or co-workers).
- ☑ Are any of them connected to other people you know? If yes, draw a line connecting them.
- ☑ Finally, draw a circle around any of the people on your drawing who you think are considered important or influential by people in your community.





**ASK** participants to look at their map and reflect on the following:


- ① Why are the people you chose important to you? In what ways do they affect your life?
- ① The people who are not very important but are in your network: how connected were they to other people you know? Did this surprise you? Why?
- ① Who would you go to for advice on a family conflict? Why?
- ① Who would you go to if you had a problem and needed help? Why?

**DO:** Facilitate a discussion using the following questions:

- ① What does this exercise tell us about the people we know?
- ① What can we learn from this about the extent of interconnectedness and the strength of connections in our community?
- ① What makes someone more important to us than others? If we drew a circle around that person, does that automatically make them more important to us?
- ① How have our beliefs and behaviours been influenced by others in our network?

- 
- ② How can we influence the beliefs and behaviours of people in our network to spread the message of change, and information and ideas about preventing violence, to others?
  - ② If each one of us reaches out to 10 others in our networks with a message of change, how many people can we reach together?
  - ② How can we bring these people into our action plan?


 **DO:** Give everyone a copy of Annex 9: Key messages on CEFM (ensure this has been contextualised and adapted).

 **SAY:** We can spread our message about ending child, early and forced marriage through formal activities in our action plan but also in our everyday lives through our social networks who we mapped out today. These are some key messages (refer to Annex 9) that might be helpful in your work to spread the message.

**CONCLUDE** the meeting by talking about ways participants can introduce the message of change within their social networks and explaining that to make change spread and last, we need to reach out to as many others as we can and help them think about values of human dignity and fairness and what they can do to change our communities to make them healthier, safer and more peaceful for girls.



## REFLECTION AND CLOSING (10 MINUTES)

 **ASK** group members to quietly reflect on the following questions for a few minutes:

- ① Did I learn new information today? What?
- ① Did I learn new skills or ideas? What?
- ① Will I take action in my own life in response to what I learned? How?

 **DO:**

- ① Encourage a few people to share their reflections.
- ① Thank people for their participation and close the group.





## MEETING 32 MAKING A PUBLIC COMMITMENT

### MATERIALS AND PREPARATION




Prepare for the closing ceremony.

### OPENING AND SAFETY CHECK-IN (5 MINUTES)



#### DO:

-  Welcome everyone and thank them for making the time to attend.
-  Conduct an icebreaker or opening ritual to help people feel more relaxed and ready to participate.

#### ASK:

-  How are you feeling about being part of the group?
-  Are there any new concerns that have come up for you since our last meeting?
-  What kinds of responses have you been getting from others about your involvement in the group?


#### DO:

-  Remind participants that they can approach you separately after the meeting to discuss any issues.
-  Remind the group about the ground rules – and hang the “Group Rules” poster at each meeting.



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## REVIEW OF PREVIOUS MEETING (5 MINUTES)


 **ASK** three volunteers to share one new piece of information, idea or skill they learned in the last meeting and to say whether they:


**SHARED IT WITH ANOTHER PERSON  
OUTSIDE THE GROUP**

**USED IT IN  
DAILY LIFE**

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## MAKING OUR COMMITMENT PUBLIC (1 HOUR)

 **SAY:** This meeting is the end of the first stage of your journey and the beginning of another. Your last task together as a discussion group is to identify the first task of the next part of your journey to promote dignity and justice for girls in our community. Your task is to identify a way that you can show the world your commitment to change and invite others to join you.

 **EXPLAIN** that showing your collective commitment to new rules that support safety and peace in your families and community is best done through a public declaration of commitment.

 **DO:**

- ✔ Review the commitment statement that the group made and ask how participants think they could publicly demonstrate their support for it.
- ✔ Brainstorm a list of ideas – either in a large group or in smaller groups if you think this will generate more ideas. Encourage participants to be creative and to think of the public demonstration as a celebration.
- ✔ When people have finished sharing ideas, **EXPLAIN** that in other communities all over the world, where people have participated in community discussions much like yours, participants have made public declarations to show their commitment to end forms of violence against women and girls, such as female genital mutilation/cutting (FGM/C), domestic violence and child marriage.

## EXAMPLES INCLUDE:

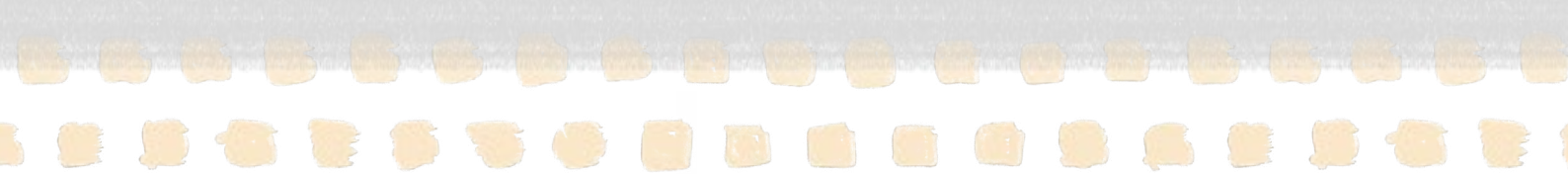
- Communities have held public ceremonies attended by government officials and the media, as well as the community at large. At some ceremonies, people have signed a document, made pledges and promises and spoken of their commitment. People who do not participate in group discussions but who attend the public ceremonies are introduced, often for the first time, to information about the problem and about action others in the community are taking against it.
- Communities have held village-level ceremonies, in which group members announce their commitment to end child marriage before the entire community. Local and national media, officials, civil society and guests from neighbouring villages have participated in these celebrations, and signatures have been collected from people who pledge to protect girls from child marriage.
- Community social and professional groups have taken a stand against practices that harm women and girls. Midwives have signed oaths, youth groups have joined their voices, and transport drivers and the taxi drivers have helped disseminate advocacy materials.
- In some communities Religious Leaders have played a very important role by showing in public statements, books and popular religious songs that religion does not support child marriage.

**DO:** Invite participants to discuss further ideas for showing public commitment, decide which ones are feasible and agree as a group on the best way to make a public demonstration of their new commitment.

**NOTE:** *You may wish to suggest that representatives from this group meet with representatives from other discussion groups to decide what public declarations they might make together.*

**DO:** If you are working with a group of service providers or the school community and they have decided to have a school or workplace event, help them plan by discussing the following questions:

- ✓ What is the purpose of the event – what is the specific commitment participants will make at the event? Who is making the commitment?
- ✓ When will it take place? Decide on the date and time.
- ✓ Where will it take place? Decide on the location and venue.
- ✓ Who should be invited to attend? How big will the event be? Will there be special guests such as public officials?
- ✓ What tasks need to happen to organise the event? Write a list of specific tasks – for example, obtaining permission from local authorities to use the marketplace, inviting special guests, hiring equipment, such as a sound system, making a banner, printing copies of the declaration and arranging for someone to take photos.
- ✓ For each task, who will be responsible for carrying it out, and what is the timeline?



**!** **NOTE:** *If for some reason group members feel that it would be unsafe to hold a public event or for people to publicly show their support to a commitment the group has made, decide as a group how people can publicly demonstrate support without identifying themselves. Having people make handprints on fabric or making pictures that can be publicly displayed are examples you could share to inspire the group to come up with ideas.*

**CONCLUDE** the meeting by outlining what the next steps are in implementing the group's action plan.



### **CLOSING CELEBRATION**

It is time for a festive and celebratory closing ceremony to bring closure to this stage of the journey as a group and welcome the next one!



# ANNEXES

# ANNEX 1

## INFORMATION SHEET ON CHILD RIGHTS

(MEETING 13)

<p><b>Article 1</b> Everyone under 18 years of age has all the rights in this Convention.</p>	<p><b>Article 16</b> Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.</p>	<p><b>Article 29</b> Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.</p>
<p><b>Article 2</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p>	<p><b>Article 17</b> Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.</p>	<p><b>Article 30</b> Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.</p>
<p><b>Article 3</b> All organisations concerned with children should work towards what is best for each child.</p>	<p><b>Article 18</b> Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.</p>	<p><b>Article 31</b> Children have the right to relax, play and to join in a wide range of leisure activities.</p>
<p><b>Article 4</b> Governments should make these rights available to children.</p>	<p><b>Article 19</b> Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p><b>Article 32</b> Governments should protect children from work that is dangerous or that might harm their health or education.</p>
<p><b>Article 5</b> Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.</p>	<p><b>Article 20</b> Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.</p>	<p><b>Article 33</b> Governments should provide ways of protecting children from dangerous drugs.</p>
<p><b>Article 6</b> Children have the right to live a full life. Governments should ensure that children survive and develop healthily.</p>	<p><b>Article 21</b> When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.</p>	<p><b>Article 34</b> Governments should protect children from sexual abuse.</p>
<p><b>Article 7</b> Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.</p>	<p><b>Article 22</b> Children who come into a country as refugees should have the same rights as children who are born in that country.</p>	<p><b>Article 35</b> Governments should make sure that children are not abducted or sold.</p>
<p><b>Article 8</b> Governments should respect a child's right to a name, a nationality and family ties.</p>	<p><b>Article 23</b> Children who have any kind of disability should receive special care and support so that they can live a full and independent life.</p>	<p><b>Article 36</b> Children should be protected from any activities that could harm their development.</p>
<p><b>Article 9</b> Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.</p>	<p><b>Article 24</b> Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.</p>	<p><b>Article 37</b> Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.</p>
<p><b>Article 10</b> Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.</p>	<p><b>Article 25</b> Children who are looked after by their local authority other than their parents should have their situation reviewed regularly.</p>	<p><b>Article 38</b> Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.</p>
<p><b>Article 11</b> Governments should take steps to stop children being taken out of their own country illegally.</p>	<p><b>Article 26</b> The Government should provide extra money for the children of families in need.</p>	<p><b>Article 39</b> Children who have been neglected or abused should receive special help to restore their self respect.</p>
<p><b>Article 12</b> Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.</p>	<p><b>Article 27</b> Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.</p>	<p><b>Article 40</b> Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.</p>
<p><b>Article 13</b> Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p>	<p><b>Article 28</b> Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.</p>	<p><b>Article 41</b> If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.</p>
<p><b>Article 14</b> Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.</p>		<p><b>Article 42</b> Governments should make the Convention known to all parents and children.</p>
<p><b>Article 15</b> Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>		<p>The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.</p> <p><b>Go to <a href="http://www.unicef.org/crc">www.unicef.org/crc</a> to read all the articles.</b></p>



unicef 

From <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

## ANNEX 2

# CHARACTER CARDS FOR POWERWALK EXERCISE

(MEETING 15)

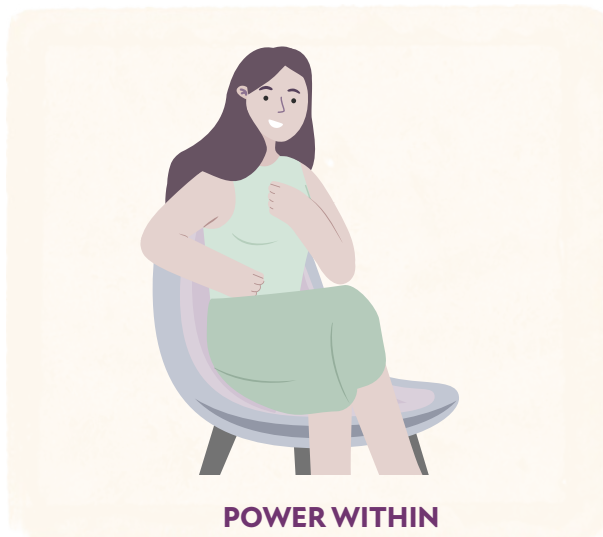
13 year old girl, dropped out of school	16 year old girl, pregnant before marriage
35 year old unmarried man	Religious leader (male)
Male community elder, 70 years old	17 year old boy, dropped out of secondary school
24 year old man, attended university	45 year old man, wealthy landowner
Judge (male)	Uneducated 50 year old housewife
Leader of a prayer group (male)	Village head (male)
12 year old girl who lives with her grandmother	15 year old married girl
Male secondary school teacher	Female NGO worker
8 year old girl with a disability	50 year old male farmer, illiterate
19 year old girl, divorced	35 year old widow with 4 children

## ANNEX 3

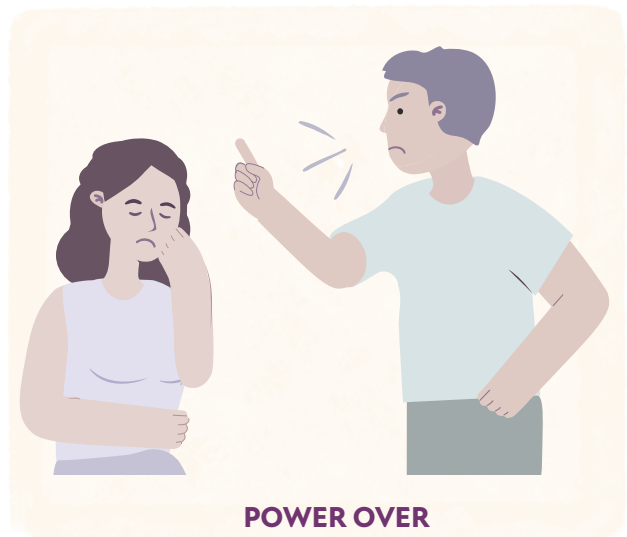
# PICTURE CARDS SHOWING DIFFERENT SOURCES AND USE OF POWER

(MEETING 16)

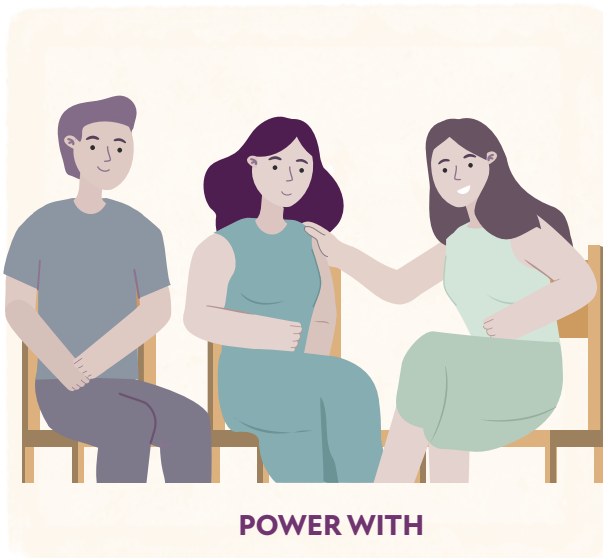
ILLUSTRATIONS OF TYPES OF POWER (FROM SASA!)



**POWER WITHIN**



**POWER OVER**



**POWER WITH**



**POWER TO**



## ANNEX 4

# HANDOUT: POWER SITUATIONS RELATED TO CHILD, EARLY AND FORCED MARRIAGE

(MEETING 16)

An old rich man promises a young girls' family that he will pay off their debts if they marry their daughter who is age 13.	Power over
Samira feels comfortable to talk to her husband about any problem she has.	Power within
The community passes a bylaw about marriage of children under age 18.	Power to
Reema's mother – Fatima, is very supportive and encourages her to communicate openly even about 'sensitive' topics, like relationships with boys.	Power with
Fawzia tells Meena that she will walk home with her if she feels scared due to the poor security situation in her area.	Power with
Samir forced his daughter Nahla to stay at home in the evenings to care for her younger siblings, while her brother is allowed to go out as he pleases.	Power over
Sara does not feel ready for sex yet, but Khalid convinced her with the threat to look for another girlfriend.	Power over
Karim feels that he can create change and balance power in his relationship with his wife by discussing important family decisions together about money and their children.	Power within
Miriam organises a community event about girls' rights.	Power to
Samira faces many challenges but does not let them spoil her life.	Power within
Anna supports her friend in setting up a centre for adolescent girls who have dropped out of school.	Power with

Sam forces his daughter Nadia to marry an older man because the family needs money even though Nadia and her mother both are not pleased with the arrangement.	Power over
Yasir supports his sister to do the household chores, so she has enough time to complete her homework.	Power with
Omar sees people insulting Musa who is talking about girls' rights at a meeting. He defends Musa.	Power with
Ada is confident that she can finish her studies.	Power within
Asad uses a poster about stopping child marriage to facilitate a discussion about power with men at the mosque/church.	Power to
Kabir organises his neighbours to form a watch group protecting against sexual violence.	Power to
Bashir encourages his friend Farid to talk to his parents, who are arranging his marriage to a younger girl, and tell his family that he is not comfortable to marry such a young girl.	Power with
Ahmed whistles at girls on the street.	Power over
Amira decides that she would like to finish her studies before getting married.	Power to
Ben decides he will not allow for anyone to get married under 18 in the village where he is the village head.	Power to
A community elder pressures a family to marry their daughter at age 12, as she has started menstruating, even though they are worried she is too young.	Power over

## ANNEX 5

# INFORMATION SHEET ON HARMFUL CONSEQUENCES OF CHILD, EARLY AND FORCED MARRIAGE

(MEETING 17)

**Education:** child marriage often means the end of school for girls, denying their opportunity for personal development, preparation for adulthood, and their ability to contribute to the family and community.

**Safety and protection:** girls are subject to violence including marital rape. Girls married before 18 are more likely to report being beaten by their husbands and forced to have sex than girls who marry later.

### Economic wellbeing

Income and assets: CEFM limits girls' access to the skills needed to earn income for themselves and contribute to their families and their communities. CEFM often ends a girls' education – one additional year of secondary schooling alone boosts girls' earning potential by 15-25 percent.

### Life

Death during childbirth: Complications of pregnancy and childbirth are the main causes of death among adolescent girls ages 15-19 years old in developing countries. Girls under 15 are five times more likely to die in childbirth than women aged 20-24.

Survival of infants: When a mother is under 20, her baby is one-and-a-half times more likely to die within its first weeks of life than a baby born to a mother in her 20's.

**Health:** complications arise with married girls often under pressure to become pregnant immediately or soon after marriage, although they are still children themselves and know little about sex or reproduction. A pregnancy too early in life before a girl's body is fully mature is a major risk to the mother and baby. In many cases girls are powerless to refuse sex and are also vulnerable to risk of HIV.

### Social and emotional wellbeing

Social isolation: Marriage often causes girls to be socially isolated, bringing unwanted separation from their friends and family. This further limits girls' access to information and key resources.

Development and empowerment: CEFM robs girls of their childhood, and the opportunity to develop and realise their vision for their own lives and well-being. Linked to this, child marriage cuts girls off from the support to develop the resources and experiences of their own power within, and isolates girls from other peers.

## ANNEX 6

# INFORMATION SHEET ON ROOT CAUSES OF CHILD, EARLY AND FORCED MARRIAGE

(MEETING 18)

Globally, several common root causes underlie child marriage. They include social, economic, cultural and religious factors that influence norms and behaviours at the individual, community and societal levels. At the root, gender inequality and norms that support gender inequality are the main cause – as well as consequence – of child marriage. Some examples of these root causes are explored below:

**Norms that devalue girls and see them as a burden.** Girls' lack of education and decision-making power relative to boys are two indications of their lower social status. This inequality is worsened by early marriage, especially when girls are married to older spouses. In most countries, child brides were more likely to have an age gap of five or more years than those married over the age of 18.

**Girls' sexuality:** Early marriage of girls is inextricably linked with girls' sexuality, although the timing and sequencing of sex and marriage varies and can be difficult to pinpoint. In many situations, girls may be forced or choose to marry because they had (or are suspected of having) sex, or because they have gotten pregnant. Often, parents believe that protecting the honour and purity of a young girl once she reaches puberty is an important task, and so they often view early marriage as the most effective way of shielding their daughters from undesirable romantic relationships, sex or pregnancy outside marriage. Underlying these dynamics are community norms that regulate girls' sexuality and often view girls' sexuality as something to be denied, repressed, or sanctioned.

### **Poverty, and the economy of marriage**

(such as bride price and dowry). In addition, to poverty, specific transaction costs of child marriage also drive child marriage. Recent research shows that the costs of child marriage have increased substantially. The potential financial gain (through for example bride price) or cost (through dowry) effect the age that families want to marry girls. Especially in situations of conflict, displacement and disaster, financial concerns of families can be worsened leading to an increase in child marriage as a coping strategy to economic shocks.

### **Real and perceived parental fears and**

**desire “to protect.”** Parents may believe that early marriage offers their daughters protection from harm, as well as allow them to avoid the potential loss of honour to a family and a girl that they fear not marrying or marrying later may cause.

### **Gender-based violence and sexual**

**harassment.** Girls who experience sexual assault may be forced to marry their rapist as a result of norms that believe that marriage is the only route to repairing “family honour.” Such pressures may be further exacerbated if the girl becomes pregnant from the rape. These concerns may increase in situations of conflict, displacement and disaster.

### **Traditional and religious norms and beliefs.**

Linked to norms of masculinity and femininity – and sexuality – each community has a complex system of social arrangements, customs and religious beliefs and practices that influence the timing and nature of marriage. Specific customs, such as initiation ceremonies, have particular relevance for the transition to adulthood and marriage. In some communities, traditional leaders and customs may be especially influential in shaping norms about the timing and perceived reasons to support child marriages. In other communities, it may be perceived religious doctrine and religious leaders who promote them. The nature and influence of these customs and interpretation of religious teachings varies widely, but in many countries they do have a key role in driving child marriage.

**Norms of masculinity.** In some communities, norms of masculinity view child brides as a sign of a man's status. These norms promote and normalise older men's marriage of girls. Furthermore, norms of family honour also promote the entitlement of fathers to determine whom their daughter will marry; promoting a girls' right to determine if, when, and whom she marries can be seen as a challenge to a father's authority and honour.

**System of patriarchy.** Cutting across the community norms and practices listed above, the system of patriarchy reinforces the rights of men to make decisions for and control the bodies of women and girls. Norms linked to patriarchal values, and the resulting gender inequalities it perpetuates, underpin many of the contributing causes of child marriage.

**Lack of information on alternatives to marriage:** Lack of access to information, including examples of life paths different than their own, is a critical driver of child marriage, both for girls and their families. For example, hearing real stories of girls and their families who have supported a delay in marriage to enable them to complete their education, gain access to more productive resources, and enjoy their right to full development can help other girls and their families envision this path for themselves. Other ways include initiating dialogue and opening space to support the rights of girls to follow paths "outside" of their community norms, such as the right to decide not to marry.

**Weak or inconsistent legal frameworks:** Many countries have laws that set the minimum age of marriage at 18 or above. These official civil laws are only a small part of the picture, however. In some settings there are no formal ceremonies or legal status. Where there are formal ceremonies, these are often administered by religious or traditional leaders according to customary or religious laws and practices, with the civil side ignored. Such laws often have a lower age limit than national laws, and may be more likely to be followed, especially in rural areas. Weak implementation of formal laws and inconsistency in legal frameworks perpetuates the practice of child marriage. Inequitable gender norms in communities and among decision-makers also present a key, underlying barrier to implementation of these laws.

*Adapted from* Plan International (2016) Living Free from Child Marriage. In Girls Champions of Change: Curriculum for Gender Equality and Girls Rights. Woking, UK: Plan International, [https://www.alignplatform.org/sites/default/files/2018-09/9-GCOE\\_LCM\\_Module\\_FA.pdf](https://www.alignplatform.org/sites/default/files/2018-09/9-GCOE_LCM_Module_FA.pdf), p. 9-10.



# ANNEX 7

## IDEAS FOR ACTION

(MEETING 29)

### Implementing Action Plans to create community-wide social norms change

#### KEY ACTIVITIES<sup>19</sup>

##### One to one conversations

Our daily work life is made of a lot of one-to-one interactions, for example with your neighbours, with your friends and relatives, and in your workplace. Any of these situations represent an opportunity to introduce one or more of the campaign messages, having a conversation about it and providing information.

##### Events

Community events are a great way to create buzz on different issues. They combine a social occasion with awareness raising and distribution of key messages. An event is an opportunity to reach people who are not inclined to join day to day activities you organise. They are also occasions, to celebrate your and the community's achievements. Events can feature all kinds of other activities, from theatre shows, to debates and games.

##### Community storytelling

Community storytelling can take different forms, from community theatre to puppeteering, to songs. Storytelling can be another interactive and involving activity that engages the community and helps spread key messages. It requires preparation and creativity, and at times the support of people with specific expertise. It is an appropriate activity for people of all ages according to the style chosen. It is essential that this activity remains interactive and does not become one way communication.

##### Community radio

Host a weekly or monthly radio show where men can discuss the benefits of gender equality and waiting to marry women until they are 18; or women or adolescent girls can raise awareness and support girls and women in the community.

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<sup>19</sup> Adapted from Amani Campaign Implementation Guide, December 14, <https://reliefweb.int/sites/reliefweb.int/files/resources/AmaniImplementationguideEnglish%28online%29.pdf> and Adapted from UNICEF, Communities Care: Transforming Lives and Preventing Violence, Community Discussion Guide for Building Healthy, Safe and Peaceful Communities: New York, 2014, p. 101-102.

## Community meetings

Select and use the key messages strategically for advocacy purposes at parent-teacher meetings, townhall meetings or religious sermons. For example, teachers and healthcare professionals can raise awareness to parents about the harmful impact of child marriage on girls; religious leaders can dispel myths and encourage men and boys to marry women after they are 18; village heads can suggest new by-laws or group members can advocate for new by-laws outlawing dowry or increasing the minimum age of marriage in the village to 18.

## FURTHER IDEAS FOR ACTION


### Actions men could take to speak out against child marriage:

- Speak out as a group when they see other men behaving violently or disrespectfully towards a woman or a girl in their neighbourhood.
- Report potential child marriage cases to a social worker or case management agency if they exist in your area.
- Start conversations with other men in their families and social networks who express opinions that support child marriage.
- Start a campaign in the community to educate other men about the benefits of waiting to marry a woman after she is 18.
- Speak out in favour of alternatives for adolescent girls to child marriage at every opportunity, such as in public forums, at public meetings and on local radio; hold a competition to develop a campaign logo and get local businesses to sponsor it.
- Hold public meetings to speak about their beliefs and encourage others to express their views.
- Go to schools, youth groups and sports teams to talk with and mentor young men about delaying marriage and respectful relationships with women.
- Encourage religious leaders to make proclamations, linking gender equality and ending child marriage to religious values and to condemn discriminatory practices in their sermons.

### Actions men and women community members can take to speak out against child marriage:

- Start an information campaign to raise awareness that protecting girls from child marriage is everyone's responsibility and child marriage will not be tolerated by families and communities.
- Hold a community concert, rally or march in support of girl's rights to be safe from child marriage.
- Create a community watch group if sexual violence is a leading cause of marriage in your community.
- Organise communal childcare for children of married girls who wish to finish their education.
- Show support and acceptance to girls who are/were pregnant before married and choose not to marry.



- 
- Educate traditional leaders about the harm caused by child marriage and girls' rights.
  - Organise street theatre in public places such as markets to start a conversation with people.
  - Lobby local leaders to introduce new rules that prohibit child marriage.
  - Nominate teacher focal points for information sharing and reporting.
  - Start a school theatre group to get people talking about issues related to respectful relationships.
  - Invite opinion leaders to speak with young people about respectful relationships and harmful consequences of child marriage.

*These are just examples of actions that can be taken; the possibilities are endless. It is up to you to inspire the groups in your community to be creative and ambitious in developing their own plans!*

# ANNEX 8

## ACTION PLAN TEMPLATE

(MEETING 30)

### ACTION PLAN TEMPLATE

What is your goal?

What are the key steps we need to take to get there?

- 1
- 2
- 3
- 4
- 5

How will we take on the steps?

	Type of activity (one on one discussion, event, meeting, etc.)	Timeframe (when/how often)	Target group (adolescent boys, fathers, etc.)	Location (area, venue)	Key message	Resources required	Person(s) in charge
1							
2							
3							
4							
5							

## ANNEX 9

# KEY MESSAGES ON CEFM FOR ADAPTATION AND USE IN ACTION PLAN IMPLEMENTATION<sup>20</sup>

(MEETING 31)

 Requires **CONTEXTUALISATION**

### SUPPORTING MESSAGES FOR ADOLESCENT GIRLS AND BOYS

- Waiting until age 18 to marry gives you the best opportunity to grow into successful adults, spouses and parents.
- Adolescent boys and girls have the right to finish school. Finishing education will provide you with better opportunities to become a successful adult, parent and spouse. Focus on education now. There is time for marriage later.
- Marriage is an important step. Waiting to get married until you know the person better and are older helps you to make sure that this is the right decision for you and your family. With more experience you will be better able to know what you want, to judge if you are likely to be happy with your future spouse and to care and provide for your family.
- Even if your parents and grandparents got married early this does not mean it is the right choice for you. Times change and getting an education, especially in the current situation, is more important than ever for your future and that of your family.
- Many families are learning that an early hasty marriage does not necessarily protect their young daughters and sons from harm. Offers from people you don't know well or do not feel close to may result in unhappy marriages or divorce. In some cases, the offer of marriage is not an honourable one, and may result in abuse or abandonment of the bride.
- You should be involved in the decision to marry. If you have any doubts about the marriage or are being pressured to get married before you feel ready, you should discuss this with your family. You can also get advice and support at a women's centre or other organisations.
- Delaying a first pregnancy until a girl is at least 18 years of age helps to ensure a safer pregnancy and childbirth. It reduces the risk of her baby being born prematurely and/or underweight. Getting pregnant before you are 18 can lead to serious medical complications or even death for you and for your baby. The younger the mother is the greater the risk to her and her baby.
- For adolescents under 15 years of age these health risks for girls and their babies increase substantially.


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<sup>20</sup> Adapted from Amani Campaign: Interagency child protection and GBV campaign, <https://resourcecentre.savethechildren.net/library/amani-campaign-interagency-child-protection-and-gbv-campaign>, pp. 11-14.

- Girls who give birth before age 15 are five times more likely to die in childbirth than women in their twenties.
- The legal age for marriage in [insert country] is [insert legal age of marriage]. Children married under age 18 or who do not register their marriage may face legal issues. *Adapt message to legal framework if relevant.*
- If you are already married you have the same rights as other children to continue your schooling, access health services and participate in community life.

### **SUPPORTING MESSAGES FOR ADULTS**

- Your children deserve spouses who will respect, honour and care for them. Your sons and daughters should finish their education, so that they will be successful husbands and fathers, wives and mothers, able to support for and care their families. Insisting that your children are married only after the age of 18, in a properly registered wedding, is the best protection you can give them.
- Marriage is an important step. Waiting to get married until 18 or more helps to make sure that this is the right decision for your child and their future family. When they are older it is easier to know what is best for them, what they want and to judge if they are likely to be happy with their future spouse. When they are older they will be better able to care and provide for their family.
- Even if you or your parents got married early this does not mean this is the right choice for your child.
- Times change and getting an education, especially in the current situation, is more important than ever for your child's future and that of their family.
- Families want to protect their children, but many are learning that an early or hasty marriage does not necessarily protect their young daughters from harm. Offers from people you don't know well or who might not be well suited for your child may result in unhappy marriages or divorce. In some cases, the offer of marriage is not an honourable one and may result in abuse or abandonment of the bride.
- Boys and girls have the right to finish school. Finishing education will provide children with better opportunities to become a successful adult, parent and spouse. Focus on your children's education now. There is time for marriage later.
- If your living and financial situation is so difficult that you are considering the early marriage of your children as a solution, please contact [insert organisation] for help.
- The legal age for marriage in [insert country] is [insert legal age of marriage]. Children married under age 18 or who do not register their marriage may face legal issues. *Adapt message to legal framework if relevant.*

- 
- Delaying a first pregnancy until a girl is at least 18 years of age helps to ensure a safer pregnancy and childbirth. It reduces the risk of her baby being born prematurely and/or underweight. Getting pregnant before you are 18 can lead to serious medical complications or even death for you and for your baby. The younger the mother is, the greater the risk to her and her baby. The risk of maternal death related to pregnancy and childbirth for adolescent girls between 15 and 19 years of age accounts for some 70,000 deaths each year.
  - Never allow your child under 15 to marry – getting pregnant at this age can be extremely dangerous for girls. For girls under 15 years of age the health risks for girls and their babies increase substantially. Girls who give birth before age 15 are five times more likely to die in childbirth than women in their twenties.
  - If your son or daughter has already married before the age of 18, he or she still has the same rights as other children, such as the right to healthcare and education. Encourage your children that are married to join schools, alternative education programmes or vocational training. The skills and knowledge they gain will benefit them and their own children for life.

# ANNEX 10

## EXAMPLE ENERGIZERS

Use these energisers after breaks or towards the end of the day when people start to feel tired. You can also make up your own energisers.

### 1. FRUIT SALAD

<b>Step 1</b>	Divide participants into an equal number of three to four fruits, such as oranges, bananas, coconuts and so on.
<b>Step 2</b>	Ask participants to sit on chairs in a circle, facing inwards. One person must stand in the centre of the circle of chairs (for example, there is one less chair than the number of people).
<b>Step 3</b>	Ask the person in the middle to shout out the name of one of the fruits, such as 'oranges'. All of the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving the slowest person in the middle without a chair. A call of 'fruit salad' means that everyone has to change seats.
<b>Step 4</b>	The new person in the middle shouts another fruit and the game continues.

## 2. SHIRLEY SAYS

<b>Step 1</b>	Tell participants that they should follow your instructions, but only when they begin with 'Shirley says'. If you don't start the sentence with 'Shirley says' they should not move.
<b>Step 2</b>	Give an example, such as "Shirley says...clap your hands" (participants should clap their hands). Give 2-3 more examples, beginning each sentence with 'Shirley says'. Be as silly as possible.
<b>Step 3</b>	Now say a sentence without the words Shirley says, for example, "stomp your feet" – anyone who moves is out and should sit down but give everyone a second chance.
<b>Step 4</b>	Continue to game as long as you like or until the winner is left standing.

## 3. THE ANIMAL GAME

<b>Step 1</b>	Make sure there is a piece of paper for each participant. Write the name of an animal on each piece of paper (or draw a picture). Make sure there is the same number of each animal. For example, you may have three bats, three dolphins, three cats and three dogs.
<b>Step 2</b>	Hand the pieces of paper out randomly. Ask people to make the noise of the animal on their piece of paper and find people who are the same animal as them.

**⚠ NOTE:** *Not everyone is comfortable playing games. Some people may need extra encouragement to participate (especially women, youth and people with disabilities). In some cultures, it is inappropriate for women and men to touch each other or look each other directly in the eyes. If you are not sure, seek further clarification and advice on what is acceptable in your context and adapt as necessary.*

# ANNEX 11

## LIST OF MATERIALS REQUIRED FOR COMMUNITY DIALOGUES

<b>EVERY MEETING</b>	<ul style="list-style-type: none"><li>• Bring the “Group Rules” poster and hang it every meeting</li><li>• Flipchart paper and markers</li></ul>
<b>WEEK 1</b>	<p><b>MEETING 1</b></p> <ul style="list-style-type: none"><li>• Put together a list of proverbs or sayings from the context culture and/or religion that support the programme goals of becoming more aware of the harmful impact of child marriage on adolescent girls, supporting alternatives to child marriage for girls in the community, and taking action to end child marriage in the community.</li><li>• Prepare flipchart paper with the programme components pre-written and hanging on the wall:<ol style="list-style-type: none"><li>a. Adolescent girls and boys gain knowledge and skills to make healthy decisions about their lives</li><li>b. Adolescent girls, including the most vulnerable, are supported to access services</li><li>c. Male and female caregivers gain knowledge and skills to protect, care for and communicate with adolescent girls</li><li>d. Community and religious leaders reflect, discuss and plan actions to strengthen their communities to ensure the wellbeing of adolescent girls and reduce child marriage</li></ol></li></ul> <p><b>MEETING 2</b></p> <ul style="list-style-type: none"><li>• Enough cups or glasses for all participants and a jug or bottle filled with water.</li></ul>





**WEEK 2**

**MEETING 3**

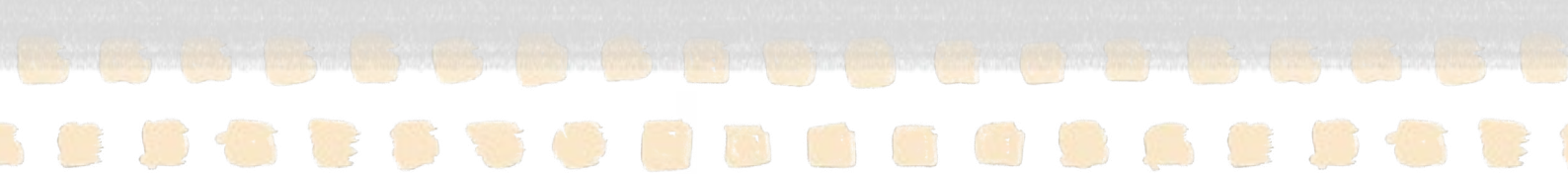
Meet with the facilitators of the adolescent girls (and boys) groups and collect feedback from facilitators as per below:

	<b>Adolescent girls</b>	<b>Adolescent boys</b>
What they like about being an adolescent		
What they like about their community		
What they want to change about their community		
What their dream or goal is for the future		

**MEETING 4**

The activity you choose will determine the supplies you need – for example:

- Pictures, fabric, coloured paper, scissors and glue.
- A selection of attractive and interesting things from the natural world (such as rocks, leaves and seedpods) and everyday life (such as fabric, cultural artefacts and pictures of musical instruments or landscapes) to inspire thinking about a community free from child marriage.
- Musical instruments.



<b>WEEK 3</b>	<p><b>MEETING 5</b></p> <ul style="list-style-type: none"><li>• Picture cards of people, plants, animals and non-living things.</li></ul> <p><b>MEETING 6</b></p> <ul style="list-style-type: none"><li>• Collect proverbs, sayings or teachings about the importance and dignity of every person.</li><li>• Scenarios to ask participants about how the characters in the scenarios were treated for the discussion.</li></ul>
<b>WEEK 4</b>	<p><b>MEETING 7</b></p> <ul style="list-style-type: none"><li>• About 50 small cards on which to write or draw.</li><li>• Pens, pencils, markers or crayons.</li><li>• Picture cards representing physical, mental, emotional, social and spiritual needs.</li></ul> <p><b>MEETING 8</b></p> <ul style="list-style-type: none"><li>• On a flipchart before the session, draw a picture of an adolescent girl and around the adolescent girl draw four concentric circles.</li></ul>
<b>WEEK 5</b>	N/A
<b>WEEK 6</b>	<p><b>MEETING 12</b></p> <ul style="list-style-type: none"><li>• Collect proverbs, sayings, teaching, poems or songs that reflect the values of tolerance and compassion in your community.</li><li>• Prepare the story beforehand by changing the names and details to fit with the context.</li></ul>

WEEK 7

**MEETING 13**

- Using **Annex 1: Information Sheet on Child Rights**, prepare cards with each article from the CRC on one card.
- Prepare beforehand to review and mention any other charters related to human rights in your region, such as the [African Charter on the Rights and Welfare of the Child](#), [Arab Charter on the Rights of the Child](#), the [Covenant on the Rights of the Child in Islam](#), [Asian Human Rights Charter](#), and the [American Convention on Human Rights](#).

WEEK 8

**MEETING 15**

- If possible, find a large, open space where all participants can stand in a line and take 10 steps forwards or backwards for the Power Walk activity. If there is no open space available, adapt the activity to your meeting place as needed.
- Print and cut out character cards for the Power Walk exercise.

**MEETING 16**

- Print out one copy of **Annex 3: Picture cards** showing different sources and uses of power.
- Print enough copies for every group member of **Annex 4: Handout: Power situations related to child, early and forced marriage**.

**MEETING 17**

- Paper, markers, pens for drawing.
- Copies of **Annex 5: Information Sheet on Harmful Consequences of Child Marriage** for the participants.

As preparation, facilitators should:

- Review or familiarise yourself with the norms in the community that support child marriage, such as dowry/bride price, expectations that a girl should get married before she becomes too old, as a coping strategy to protect girls from violence, etc. so that you can bring them up as examples during the discussions. Review the baseline research findings.
- Discussing child marriage can bring up strong and upsetting emotions, so Facilitators (discussion leaders) need to be prepared to respond to and support anyone who becomes upset during these meetings. If you feel unsure about how to do this, you should discuss strategies for responding to emotions with your supervisor. You will also need to make sure that everyone in the group remain respectful and caring towards each other.
- Ensure you have a clear understanding of the legal framework for child marriage in their country, especially the following information:
  - What is the legal age of an adult (is there a difference between girls and boys)?
  - What is the age of marriage for girls? Boys?
  - Are there any exceptions to the legal age of marriage?
- Read more about the minimum age for marriage by reviewing the below documents and use the search function by typing in the word 'marriage': <https://www.worldpolicycenter.org/policies/what-is-the-minimum-age-of-marriage-for-girls/what-is-the-minimum-age-of-marriage-for-girls>
- <https://www.girlsnotbrides.org/wp-content/uploads/2015/03/Intl-and-Reg-Standards-for-Protection-from-Child-Marriage-By-ACPF-May-2013.pdf>
- <https://www.ohchr.org/en/professionalinterest/pages/minimumageformarriage.aspx>

**WEEK 10****MEETING 19**

- Prepare the story beforehand by changing the names and details to fit with the context.
- Gather 3 different colours of index cards, markers and tape.

**MEETING 20**

- Prepare the story beforehand by changing the names and details to fit with the context.
- If the group is literate, print copies of the story for each participant.
- 15 paper circles.

**WEEK 11****MEETING 21**

One set of cards representing the following positions:

- I believe this.
- I do not believe this but am not ready to say so outside the group.
- I do not believe this and am ready to take action.

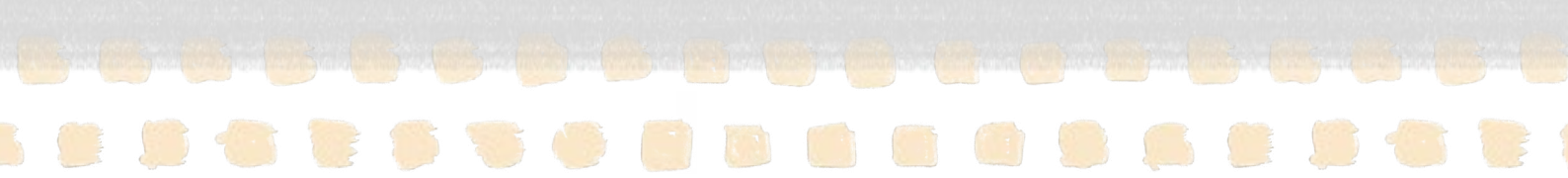
For the activity on community norms, review the list of community norms provided here and adapt it to fit the context, based on the baseline study. Pick up to 5 statements, not more. If possible, choose questions that have an unexpected response or that reveal that people's personal beliefs are different from the norm, so that you can challenge common perceptions about a norm that may not be as widely held as people believe. These will be a good starting point when it comes to discussing change in the community.

**MEETING 22**

- Prepare 4 flipcharts and hang them around the room with pre-selected statements/myths about child marriage from the list.

**WEEK 12****MEETING 24**

- Flipchart papers and pens or markers.



<b>WEEK 13</b>	<b>MEETING 25</b> <ul style="list-style-type: none"><li>• You will need to identify harmful norms that contribute to child marriage in your community. Choose norms reported in the baseline research that best suit the group.</li></ul>
<b>WEEK 14</b>	<b>MEETING 27</b> <ul style="list-style-type: none"><li>• Develop one or two examples of a positive belief or norm, based on the group membership and on what group members expressed during meeting 26.</li></ul>
<b>WEEK 15</b>	<b>MEETING 29</b> <ul style="list-style-type: none"><li>• Set of blank index cards, pens and markers for writing,</li><li>• Copies of <b>Annex 7: Ideas for Action</b>.</li><li>• Based on the commitment made by participants in the last meeting, prepare an objective for the action plan you will be asking the group to develop. For example, if a men’s group committed to non-violence and respectful relationships, their objective could be phrased as: <i>‘We will promote non-violent and respectful behaviour of men towards women and girls in our families and community.’</i> It should be clear that you are only restating an objective that participants have already agreed on.</li><li>• You will need to present the activities generated by the group from meeting 29 in meeting 30 to help the group begin to prioritise action they would like to take, so make sure you note them down during meeting 29.</li></ul>
<b>WEEK 16</b>	<b>MEETING 31</b> <ul style="list-style-type: none"><li>• Paper and markers or pens for drawing.</li><li>• Before meeting 31, Draft an action plan that incorporates the decisions made at the last meeting using <b>Annex 8: Action Plan template</b> translated into local language.</li><li>• Discuss with participants and Prepare for the closing ceremony.</li></ul> <b>MEETING 32</b> <ul style="list-style-type: none"><li>• Organise a celebratory closing ceremony for the participants.</li></ul>



## SAVE LIVES AND SEEK JUSTICE

Norwegian Church Aid works to save lives and seek justice. Our support is provided unconditionally with no intention of influencing anyone's religious affiliation.

Norwegian Church Aid is a member of the ACT Alliance, one of the world's largest humanitarian coalitions. Together, we work throughout the world to create positive and sustainable change.

To save lives and seek justice is, for us, faith in action.

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